

HELLO!

ENGLISH

FOR SECONDARY SCHOOLS

Year Three

Teacher's Guide

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Introduction by Steve Thompson

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Unit	Title	Grammar	Function	Listening
Unit 1	Reach for the stars	Future for arrangements, predictions and timetables	Agree and disagree	A radio programme about space travel Pronunciation of vowel sounds
Unit 2	Hope: <i>The Prisoner of Zenda</i>	Subject-verb agreement: special cases	Show interest and surprise	A talk about the writer Anthony Hope Pronunciation of consonant sounds
Unit 3	Energy	Present simple: active and passive	Ask questions	A radio programme about energy Word stress
Review A	Revision	Revision	Revision	Two people discuss wave power
Unit 4	Writers and stories	Past tenses: active and passive	Express opinions	A talk by a writer Pronunciation of plural endings
Unit 5	Christie: <i>N or M?</i>	Passive verbs: past and present	Give advice	A talk about Agatha Christie Pronunciation of words containing /p/ and /b/
Unit 6	The importance of trees	Zero and first conditionals	Give instructions	A radio programme about trees Pronunciation: linking sounds
Review B	Revision	Revision	Revision	A talk about the world's forests
Unit 7	Building and engineering	Modal verbs <i>must have/can't have/might have</i>	Guess and deduce information	A conversation about the Cairo underground system Pronunciation of past tense endings
Unit 8	Stevenson: <i>Dr Jekyll and Mr Hyde</i>	Reported speech	Make and respond to suggestions	A radio programme about Robert Louis Stevenson Word stress in sentences
Unit 9	The power of nature	Zero, first, second and third conditionals	Ask for and give explanations	A conversation about the power of nature Changing word stress when a suffix is added
Review C	Revision	Revision	Revision	A conversation about buildings
Unit 10	Science and scientists	Sentences with <i>wish</i>	Express wishes and regrets	A conversation between two students Pronunciation: silent letters in words
Unit 11	Dumas: <i>The Count of Monte Cristo</i>	Past perfect and past simple	Offer to help	A talk about Alexandre Dumas Word stress in different parts of speech
Unit 12	Festivals and folk music	Verb + <i>-ing</i> form or the infinitive	Express likes and dislikes	A discussion about festivals Intonation to show feelings
Review D	Revision	Revision	Revision	A conversation about music
Unit 13	Women in history	Relative clauses	Ask for and give reasons	A talk about Dr Aisha Abd El-Rahman Diphthongs
Unit 14	Greene: <i>Travels with My Aunt</i>	Linking words	Give and respond to warnings	A radio programme about Graham Greene Words with the same sounds but different spellings
Unit 15	The future of books	Future passive	Talk about the future	A conversation about e-books Saying sentences with repeated sounds
Review E	Revision	Revision	Revision	A conversation about travelling
Unit 16	Finding work	Reported questions	Ask and answer personal questions	A job interview Matching phrases with the same rhythm
Unit 17	Steinbeck: <i>The Pearl</i>	Verb + object + <i>to</i> + infinitive	Persuading	A talk about John Steinbeck Word stress to emphasise important information
Unit 18	Lifelong learning	Modal verbs	Ask and answer interview questions	People's experiences of educational courses Words with the same spellings but different word stress
Review F	Revision	Revision	Revision	How people at an international company communicate

Reading	Critical thinking	Speaking	Writing
An article about space tourism	The benefits of technology	Discuss a questionnaire about technology	An essay expressing opinions
A summary of <i>The Prisoner of Zenda</i>	What makes a good leader	Choose a leader of a group	A letter explaining what makes a good leader
A text about forms of energy	The importance of energy	Conduct a survey	A report
A text about car technology	Awareness of road safety	PROJECT 1: A road safety survey	A text about space travel in the future
An article about Yehia Haqqi	The importance of literature and education	Give opinions about jobs and careers	A summary
A summary of the Agatha Christie story <i>N or M?</i>	Ways to help your country	Give advice about how to help people	An e-mail giving advice
An article about trees and wood products	The importance of the natural world	Give instructions	A list of instructions
A summary of <i>Murder on the Orient Express</i>	The difference between films and books	PROJECT 2: A film survey	A text about films you enjoy
An article about great building projects	The importance of historical monuments	Discuss how a structure must have been built	An article about a building project
A summary of <i>Dr Jekyll and Mr Hyde</i>	Understand all sides of human nature	Suggest books to read in a book club	An informal e-mail about a book club
An article about unusual weather	Understand the power of nature	Explain eclipses	A descriptive text
An article about flood controls	The importance of controlling nature	PROJECT 3: Make plans for an old building	A text about unusual weather
A text about a scientific experiment	Appreciate the importance of science	Discuss and make decisions about the future	An essay about science
A summary of <i>The Count of Monte Cristo</i>	Appreciate the importance of friendship	Plan to help a neighbour	Informal notes
A text about folk music	Appreciate the benefits of music	Discuss the kind of music you like	An informal e-mail about music
An article about ways to grow plants	The importance of modern technology in food production	PROJECT 4: Produce a poster about water conservation	A text about your wishes and regrets
Two short texts about famous women in history	The changing roles of women in society	Talk about a woman you admire	A text about a famous woman
A summary of <i>Travels with My Aunt</i>	Appreciate the importance of travel	Discuss how older people can help younger people	A story
An article about the history of paper	The importance of books in education	Discuss the future of newspapers	A letter expressing opinions
A text about Dr Karimat El-Sayed	The influence of heroes and awards	PROJECT 5: Plan a cultural programme	A text about sources of news information
A work CV	What makes a successful job applicant	Roleplay a job interview	Information in a CV
A summary of <i>The Pearl</i>	The effects of greed	Discuss how money should be spent to improve a neighbourhood	A letter of persuasion
An article about lifelong learning	The importance of lifelong education	Roleplay giving advice on educational programmes	An article about how to improve your work skills
A text about distance learning	The benefits of studying later in life	PROJECT 6: Plan a study weekend programme	A text about an ideal university course

Introduction

This Introduction contains the following sections:

The aims of the course

The developing learner

The role of the teacher

The course components

Assessment

THE AIMS OF THE COURSE

The main aim of *Hello! English for Secondary Schools Year Three* is to further equip students of secondary school age with the necessary language, thinking and study skills to communicate effectively and understand competently spoken and written English. It aims to give students the necessary experience and confidence to apply these skills both inside and outside the classroom and beyond school in their current and future lives. New language, skills and topics are introduced gradually and practised thoroughly, so that students have the chance to learn and use the language before they move on. Critical thinking skills and awareness of strategies to improve language and learning skills support the learning of the language and contribute to the development of a more autonomous learner.

The approach

The course uses a standards-based communicative approach and methodology for the teaching and learning of English. Students are presented with interesting topics and meaningful situations to help them to progress in their secondary-level language skills. They use and integrate the four language skills (listening, speaking, reading and writing) in meaningful contexts and undertake realistic language tasks which they would potentially undertake in future academic, professional or vocational situations. To do this effectively, student-to-student interaction in class is necessary. Students need to speak and work together cooperatively when asked, they need to help each other when directed, and they need to develop a sense of independence and responsibility for their own learning. Therefore they will need to be able to work together in pairs, as well as in groups, and work on their own or as a whole class.

The course is standards-based and it aims to fulfil the standards set out in the Ministry of Education Standards Document. It aims to assist students in the process of reaching certain proficiency, behavioural and civic goals, not only in the English language, but in the day-to-day interactions which they encounter all their lives.

Because students are expected to acquire tools and not simply ingest rules, standards are valuable and effective supports for good learning. This is because they express clear expectations for what all students should know and be able to do. Teachers become aware that language is a means by which students achieve wider goals, and is not an end in itself. In this context, rote learning as a framework for linguistic progress becomes

ineffective because it is insufficient to help students to achieve those wider educational standards.

When teachers apply standards-based curricula, language learning is more purposeful and practical than in most other forms of curricula. “Standards communicate shared expectations for learning and provide a common language for talking about the process of learning and teaching. As a result, community leaders and business people become more effective partners in, and monitors of, young people’s education.”¹ (El-Naggar et al., 2003, p. 144)

THE DEVELOPING LEARNER



Hello! English for Secondary Schools Year Three is a newly revised course for secondary schools in Egypt that takes into account individual developments and their educational context.

Extending learners’ linguistic knowledge

The course develops and extends the language and skills which students acquired through *Hello! English for Secondary Schools Years One and Two*. Previous structures, lexis and functions are built on and enriched. In the first units of the new materials, students are helped to make the transition from the previous level by recycling previously studied language and structures in a new context with even more mature content. This approach is continued and intensified through succeeding units, and more new language, skills, structures, functions, tasks and activities are brought in to add to and deepen learners’ linguistic knowledge and skills.

¹ Ministry of Education *Egyptian Standards of Education*, Vol. 2 Ministry of Education, 2003.

Taking account of learner development

These materials were developed with secondary-age students in mind. Topics were chosen to appeal to learners'

- developing physical and emotional identity
- developing awareness of the self as an individual
- interest and engagement in the world beyond the home and classroom
- positive desire to make the world a better place
- transition to greater maturity
- increasing intellectual and emotional independence
- need for positive models of behaviour and achievement.

Pointing learners towards the right direction

Activities, skills and tasks in the materials are designed to channel students' developing intellectual abilities and personalities towards

- acquiring a solid knowledge of the linguistic systems of English
- regularly consolidating and recycling knowledge and skills in new situations
- using language in purposeful, realistic and meaningful contexts
- fostering the ability to think logically, critically and constructively about a range of topics
- developing a sense of responsibility for acquiring language for themselves in contrast to expecting teachers to do this work for them
- acquiring the knowledge, skills, strategies and attitudes which underpin and make possible learner independence
- broadening their abilities to cooperate in acquiring language
- broadening their awareness of educational and civic roles and responsibilities.

Taking into account individual differences in learning styles

Learners have individual differences in the way they approach learning new subjects. These differences can be summarised in terms of visual, auditory and tactile learners.

Visual learners generally need to see things in order to fully understand them. They tend to think in pictures and learn best from visual displays such as diagrams, illustrated textbooks and charts. During a lecture or classroom discussion, visual learners often prefer to write things down.

Auditory learners learn through listening. They learn best through discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

Tactile learners learn through a hands-on style. They explore the world around them. They tend to touch things, make things, fit things together or take them apart. They may find it hard to sit still and may seem distracted by their need for activity and exploration.

Hello! English for Secondary Schools Year Three makes provision for differences in learning styles by including

- a variety of exercise types and activities which appeal to different learning styles
- various strategies for making learning apparent and accessible
- comprehensive teaching notes with suggestions on how to present and extend learning.

THE ROLE OF THE TEACHER

In the communicative classroom, a teacher has many roles. Below are ten roles a teacher may perform each time he or she teaches using a communicative approach.

Planner: The teacher decides on the aims and anticipated outcomes of each lesson in order to decide what is taught, how it is taught, and what equipment and materials will be needed in the lesson.

Instructor: The teacher introduces the language to be learnt, gives instructions to students, and decides what language and activities need to be practised.

Language model: The teacher provides a model of spoken and written English for students, especially when new language is presented and practised.

Manager: The teacher organises the class in order to fulfil the different activity requirements. Sometimes this may mean putting learners into pairs or groups.

Controller: The teacher controls the pace and content of a lesson and the behaviour and discipline of the students.

Decision maker: The teacher decides what activities students will engage in, which students to ask questions to and how long each activity should last.

Advisor: The teacher monitors the progress of the class, deciding how learners are performing and what extra input should be given, such as further clarification of the task or extra examples of language items.

Monitor: When the students are working individually, in pairs or in groups, the teacher moves from group to group helping students or correcting mistakes.

Personal tutor: The teacher identifies individual students' areas of difficulty and finds ways of helping them.

Assessor: At different points in a class the teacher may observe the performance and progress of particular students with a view to awarding ongoing assessment marks or marks for participation.

Teaching a communicative course

As previously noted, a communicative course imposes a number of different roles on how you teach, depending on what you are teaching and at which stage you are in a lesson. The next part discusses some recurring themes which emerge while teaching a communicative course.

Preparation, planning and monitoring

As a teacher, you can make teaching and learning as effective and enjoyable as possible at the beginning of the year by:

- getting to know the course materials very well by reading them through in advance
- planning the academic year
- getting to know individual students' names
- making sure you have any important information about students.

As the academic year progresses, regular time and effort will be needed to:

- prepare individual lessons
- learn new teaching methods, techniques and activities
- reflect on successes and constraints in the classroom
- discuss teaching with colleagues
- mark students' written work
- monitor individual students and assess their progress.

Using the course cassette

Always make sure that you wind the cassette to the correct section for your lesson before your lesson actually starts.

If your cassette recorder has a counter, set it at zero each time before you play the cassette. Then you will be able to find the correct place easily again when you have played the cassette and need to repeat it.

Using your own initiative

The lesson notes in the Teacher's Guide can provide a useful framework for presenting the students' learning materials. The notes are carefully thought out and well organised. They should be read before a lesson and provide you with a valuable tool to help in your teaching.

Lesson notes can add to your skill and judgement as an individual teacher, but they cannot replace them. The lesson notes here should not discourage you from using your own initiative as a teacher with a unique knowledge of the needs and characteristics of your own students.

Classroom language: mother tongue or English?

This is a widely debated topic, and teachers choose to take different approaches about when to use the mother tongue. For example, in which language should you

- give instructions
- advise students
- praise them
- explain grammar
- monitor understanding?

It is an area of foreign language teaching that has to be considered, and judgements have to be made by individual teachers. They sometimes face a dilemma. Teachers wish to maximise opportunities for students to hear and use English. At the same time they also deal with different levels of ability and wish to ensure that as many students as possible participate in a lesson. It is also generally agreed that the classroom situation provides the natural context for the meaningful and repeated use of language, and the opportunity to use English for these should not be missed. Also, as the classroom provides many students with their only exposure to English, it should be used as much as possible, except where learning will be impeded by its use.

Other considerations

Make sure that learners understand the rubrics in their books and make use of this language when giving instructions for an activity. When setting up pair work and group work, use the same instructions each lesson so that students become familiar with them.

Classroom management

The class can be organised in different ways according to the activity being taught at different times of the lesson. This will be indicated in the detailed notes for each unit. Teachers are encouraged to invest time and effort in training their classes to change from one format to another in an efficient way.

Whole-class

For whole-class work, all the students face the teacher. This is useful when introducing new language, using the board to teach new vocabulary, structures or writing patterns, or introducing a new topic.

Individual students working alone

Students work on their own to complete a task. This is useful for simple tasks such as paragraph writing, writing answers to questions, listening and note taking, and some reading tasks.

Pair work

Students work with a partner to complete tasks. This gives essential practice of oral skills such as when learners engage in discussion activities, exchange ideas and opinions, or complete exercises which involve exchanging information. It is a very natural form of communication. It can also be used in activities when students need to help each other, for example with planning writing tasks.

For some kinds of pair work, for example in controlled practice or when getting students to model new language, students should first work in closed pairs before working in open pairs.

Group work

Students work in groups of four or more to complete tasks. This allows an opportunity for cooperative learning and for speaking in natural situations.

Cooperation

Students should be encouraged to help each other as much as possible. Research shows that where students help each other, everyone learns better, both the faster and the slower learners.

Language accuracy or language fluency?

When teaching a communicative course, you have to decide whether to focus on language accuracy or language fluency. When learning and practising speaking English, we want students to speak accurately and correctly, but we also want them to speak naturally and at a reasonable speed. These two things can contradict each other. If a student is trying to structure a sentence correctly, trying to remember vocabulary and trying to pronounce words carefully, he or she might hesitate and speak slowly to give lots of thinking time. Conversely, if a student is interested in what he or she is saying and speaking quickly, then the number of language errors will probably increase. Generally, try to balance accuracy and fluency. When practising and presenting new language, it is perhaps more important to stress accuracy. During oral activities when students are making use of language in a more life-like activity, you should stress fluency more, and be prepared to tolerate errors more (and intervene in the lesson less!). In this way you encourage students to be more responsible for their own learning.

Correcting mistakes

It is important to vary how and when you correct (and indeed sometimes *if* you correct) work according to the kind of activity and the stage of the lesson. The important thing is to maintain students' enthusiasm to speak while at the same time helping them to improve. One consideration is to vary how you correct mistakes. Do not always be the source of corrections yourself. Highlight errors sometimes and give students or their peers the opportunity to correct their own work. Another approach might be to note consistent mistakes, and correct them the next time you review the language, for example.

THE COURSE COMPONENTS

The components of *Hello! English for Secondary Schools Year Three* are as follows:

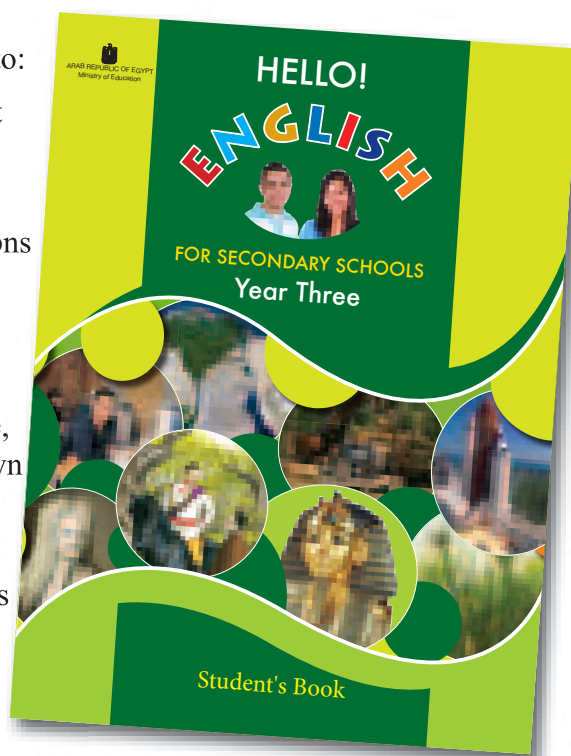
- 1 One Student's Book
- 2 One Workbook
- 3 Two Course Cassettes
- 4 A CD-ROM
- 5 A Website: www.longmansec.com.eg
- 6 A Course Reader
- 7 A Teacher's Guide

1 The Student's Book

The Student's Book is the lead book of the *Hello! English for Secondary Schools Year Three* course in that it is the principal means of presenting, contextualising, practising and extending the language, topics and skills introduced at this stage.

The general aims of the Student's Book are to:

- contextualise, present and practise target language
- consolidate and extend students' knowledge of English structures, functions and lexis
- extend students' strategies to cope with language skills and language learning
- develop students' sense of independence, autonomy and responsibility for their own language learning
- develop students' critical thinking skills and ability to evaluate and form opinions about and comment on a range of subjects
- give opportunities to review recent language
- expose students to a range of interesting and educationally valuable topics.



Format and content

The Student's Book consists of 18 main units based on a structural and communicative syllabus covering a range of topics intended to motivate and interest students.

The 18 main units are arranged into groups of three units; at the end of each group of three units, there is a Review Unit. This makes a total of 24 units, 12 of which are to be covered in the first semester and 12 in the second semester.

New language is introduced in the context of a series of subjects and themes which engage the attention of the learners and which are a worthwhile and lasting contribution to learners' broader intellectual and moral education.

For authenticity and appeal, past and present Egyptian and international personalities with whom students can identify and through whose achievements they can be inspired are used in the materials.

Photographs, graphics and life-like illustrations are used to contribute to an attractive and colourful design which will appeal to the maturity of students of this age.

The first page of each main unit starts with a box which summarises the objectives of the unit for the students and gives teachers an opportunity to outline the structures and functions contained in the unit. The objectives box gives students a useful checklist against which to monitor their progress at the end of a unit and to help them as they come to revise for their end-of-year examinations.

All units cover the four language skills — listening, speaking, reading and writing — and practise many key sub-skills such as reading for the main ideas of a text, listening to identify the purpose of an oral text, and note taking.

All units contain tasks which, by their variety, take into account different learning styles and which encourage students to develop independent learning strategies and habits and critical thinking skills.

There are also supplementary grammar units at the end of the book. These highlight key structures introduced in the book and act as an aid to revision. The individual sections of the Grammar Review are highlighted in the unit colours to show the correlation between the unit being studied and the relevant section of grammar.

Unit format and content

Each main unit contains five pages, each of which fulfils a different function.

Each five-page main unit in the Student's Book is complemented by a four-page unit in the Workbook. The first, second, third and fifth Student's Book pages are always accompanied by a corresponding page in the Workbook.

With its unit objectives box, mentioned above, the first page of a main unit sets the scene for the whole unit and presents a listening activity. It also contains discussion or pair work activities to start students thinking about the unit topic.

The second page, the Language Focus, concentrates on the structural content of the unit and contains activities to present and practise target language.

The third page concentrates on Reading. It develops both the content of the unit and students' reading skills.

The fourth page develops Critical Thinking skills. It is designed to encourage students to think for themselves. It contains activities which encourage students to think about the topic and practise language which will help to express their ideas.

The final page concentrates on Communication and develops students' skills in talking or writing about a topic in English. The Communication pages encourage students to become more independent learners.

In this course, six of the Communication pages (from Review A-F) feature a project. Each project is designed to encourage students to work together effectively and come to decisions as a team. Each project is related to the unit's topic and encourages students to use the language from the unit. Each project is extended upon in the corresponding Workbook page.

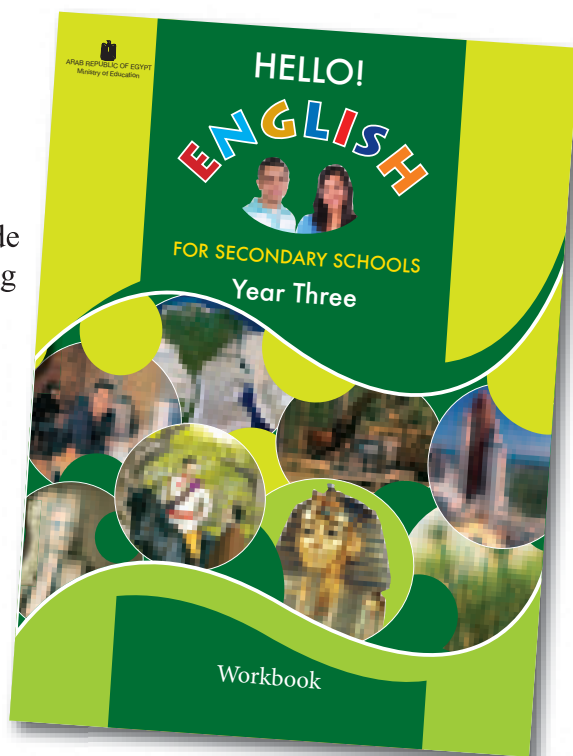
After each group of three main units are the Review Units. These also have five pages. They are designed to revise and consolidate the language learnt in the preceding three units. They can also be used as an additional tool to assess the progress of the students and identify any extra work that needs to be done on a particular language element.

2 The Workbook

The Workbook is intended to accompany the Student's Book, reinforcing the language and grammatical structures that students have already met. The purpose of the Workbook is therefore primarily to consolidate language presented in the Student's Book and to provide students with extra practice in reading, writing and manipulating known language.

The general aims of the Workbook are to

- practise and consolidate vocabulary
- practise and consolidate word derivations and families
- practise and consolidate grammatical structures
- encourage and facilitate the use of a dictionary
- give opportunities to review recent language
- consolidate reading skills
- encourage and consolidate thinking and discussion skills
- develop students' abilities to plan, write and proofread short texts.



Format and content

In order to correspond with the Student's Book, there are 18 core units and a Review Unit after every third unit, giving a total of 24 units in all. However, as there are five

pages in the Student's Book and four pages in the Workbook, only four pages of the Student's Book will be complemented by a Workbook page.

Workbook exercises are designed for use in class as a follow-up to the Student's Book lesson. They can be started in class and then given to students to complete for homework. The core units of the Workbook are not intended to test the students, but to give them an opportunity to use and consolidate what they have learnt and so to feel a sense of achievement, progress and confidence.

In the middle and at the end of the book, there are three Practice Tests, set according to the specifications of the GSEC Examination. These Practice Tests not only indicate how well students are progressing, but also prepare students for the examination they will sit at the end of the year.

Unit format and content

Each unit, including Review Units, contains four pages to complement lessons one, two, three and five of the Student's Book.

Each unit of the Workbook includes tasks and activities which students should find stimulating, challenging and motivating. These include

- a variety of grammar practice exercises
- a selection of different types of short reading texts
- a variety of writing tasks and activities
- dictionary exercises, word squares and crossword puzzles
- pictures, photographs and topics to comment on and discuss.

The Review Units differ from those found in the Student's Book as they follow the format of the Practice Tests. Like the Practice Tests, they are specifically designed to allow students to become more familiar with the testing format and content structure of the GSEC Examination before students sit the exam at the end of the course. During these tests it is more beneficial for the student to work alone and remain silent.

3 The Course Cassettes

The cassettes contain recorded dialogues and listening texts from the Student's Book and Workbook. Full tapescripts are included in the Teacher's Guide within the lesson notes.

4 A CD-ROM

The CD-ROM encourages revision outside the classroom, through specifically designed activities and exercises. All the exercises are directly related to key topics in the Student's Book and practise language functions, vocabulary, grammar and reading. With the aid of the CD-ROM, students are able to consolidate all aspects of the material presented in the Student's Book and Workbook.



5 The Website

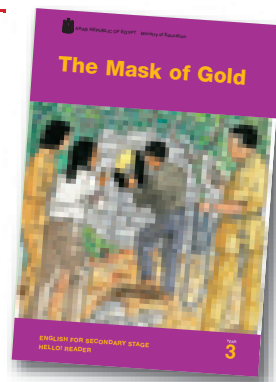
The website (www.longmansec.com.eg) is a new feature that provides support material for teachers and students. It also encourages students to practise their computer and internet skills. There is a Question & Answer section for everyone. The Teachers section contains all recorded material, the Teacher's Guide, and other materials and links to other resources. The Students section contains new exercises for revision and practice tests.

6 The Reader: *The Mask of Gold*

The course Reader provides an excellent opportunity for students to develop the habit of independent extensive reading in English. The importance of fostering extended reading at this level cannot be overemphasised, and the additional material provided in the Reader enables the student to engage in such quality reading. Students should be reminded at regular intervals to make use of this resource.

The questions included in the Reader provide a means of focusing and assisting students' reading and of monitoring their progress during the pre-reading, while-reading and post-reading process.

In accordance with the Test Specifications for the GSEC Examination, students will be asked questions to test their understanding of plot, incident and character in the prescribed Reader.



7 The Teacher's Guide

Book format and content

The book begins with a Scope and Sequence table which summarises the language content of the course, unit by unit, and a general Introduction to the course which includes a background to the methodological approach, descriptions of the published materials, and notes about useful and effective techniques and activities.

The main part of the guide consists of detailed notes on how to exploit the material and tasks presented in the Student's Book and Workbook effectively.

The Teacher's Guide contains the answer keys to the Practice Tests which are located in the Workbook.

At the end of the book, there is a Word List which lists the words with the units in which they first occur, and a Glossary which contains words and phrases used in the Teacher's Guide and their Arabic (contextual) translation.



Each unit in the Teacher's Guide starts with an Objectives box which summarises the unit content.

Answers to all exercises are provided.

UNIT 1 REACH FOR THE STARS

SB pages 1-5 WB pages 1-4

Objectives

Grammar
Future for plans, arrangements, predictions and timetables

Listening
Listen for specific information and for detail

Reading
Read for gist and for specific information

Critical thinking
The benefits of technology

Functions
Agree and disagree

Writing

LESSON 1

SB page 1 WB page 1

Before using the book:

- This is likely to be the first day of class, so tell the students to introduce themselves in English to at least three people sitting near them.

Example:
Student 1: Hello, my name is Ahmed. Nice to meet you.

Student 2: Hello, my name is Sawwan. Nice to meet you, too.

Now put the students into groups of four or five.

- Tell them to make lists of all the inventions they can think of in the last hundred years, for example TV, radio, and computers.
- Now ask a student from each group to stand up and read out the group's list.

A warm-up activity at the start of each unit leads into the unit content.

Detailed step-by-step notes are provided on how to effectively present and exploit the Student's Book and Workbook exercises and activities in the lesson, and how to manage the class effectively.

Listening

1 Discuss these questions in pairs.

- Tell the students to look at the three pictures on the page.
- Ask them to look quickly at questions a and b.
- Tell them to work in pairs and describe what is happening in each picture.
- Then ask them to discuss whether they would like to be an astronaut or not.
- Now discuss the questions with the whole class and see what ideas the students suggest.

Answers:

- Picture a shows an astronaut coping with weightlessness inside a spacecraft. Picture b shows an astronaut in a space walk (doing a repair). Picture c shows a space shuttle at its launch.
- Students' own answers.

2 Check the meanings of these words in your Active Study Dictionary.

- Write the words from the box on the board.
- Now tell the students to look up the words in their Active Study Dictionary.
- When they have done this, explain that you are going to say the meaning of one of the words in English and they must say which word you are describing.

Example:
Teacher: Known only by a few people, something you don't want other people to know about.

Students: A secret.

Teacher: Good.

- Continue in this way with all the words in the exercise.

Answers:

- examine to look at something carefully in order to find something
- launch (n) the start of something
- leak (n) a hole through which liquid or gas gets out

Reach for the stars

mission an important job that someone has been given to do
secret (adj) known about by only a few people
system an organised way of doing something

3 Listen and answer these questions.

- Ask the students to read the questions first.
- Now explain that you are going to play the tape twice.
- Tell them to discuss their answers in pairs.
- When they have finished, go through the answers with the class.

Answers:

- On a radio programme. (given)
- An interviewer and an astronaut.
- The astronaut is travelling to a secret location and is going into space to repair the International Space Station.

TAPESCRIPT

Interviewer: Thank you for coming into the studio this morning. Could you start by telling the listeners what you're doing this week?

Astronaut: Well, this is a very special week for me. Tomorrow afternoon, I'm travelling with two other astronauts to a secret location. The launch is at 7.50 the next evening.

Interviewer: How exciting! Will this be the first time you've been in space?

Astronaut: Yes, it will. I'm really looking forward to it.

Interviewer: What is your mission, exactly?

Astronaut: We have to repair equipment on the International Space Station.

Interviewer: What's the problem?

Astronaut: There are two or three little things we need to look at, but the main problem is the temperature control system. We think there may be a leak of some kind.

Interviewer: Is that a difficult job?

Astronaut: No, not particularly, but we'll almost certainly need to spend some time working outside.

Interviewer: Do you mean a space walk?

Astronaut: Yes, maybe, but we won't know for sure until we're there and can examine the equipment properly.

Interviewer: Isn't that really dangerous?

Astronaut: Not really—we've had a lot of

Ongoing assessment

Together, the Review Units and the Practice Tests facilitate ongoing assessment of the students within the classroom and also prepare them for their end-of-year examination. The Workbook Review Units, which follow the test style and format of the GSEC Examination, enable teachers to gauge the students' progress and to identify any areas of difficulty that may need extra teaching input. The Practice Tests also follow the style and format of the GSEC Examination and can be given under test conditions, when students work on their own and without books. Ensure that the students are facing the front of the classroom and ask them to remain silent. At the end of the task, collect and mark the students' work. You can record their marks in a mark book.

Individual difficulties can be dealt with by talking with the student, or setting individual exercises which may improve his or her confidence. Talk positively to the students even about their mistakes. Show them that we learn through making mistakes!

UNIT 1

REACH FOR THE STARS

SB pages 1-5

WB pages 1-4

Objectives

Grammar

Future for plans, arrangements, predictions and timetables

Listening

Listen for specific information and for detail

Reading

Read for gist and for specific information

Critical thinking

The benefits of technology

Functions

Agree and disagree

Writing

An essay expressing opinions

1 Reach for the stars

Listening

- 1 Discuss these questions in pairs.
 - a What is happening in each picture?
 - b Would you like to be an astronaut? Why/Why not?
- 2 Check the meanings of these words in your *Active Study Dictionary*.

examine launch (n) leak (n) mission secret system
- 3 Listen and answer these questions.
 - a Where could you hear this conversation? On a radio programme.
 - b Who are the two speakers?
 - c What is going to happen in the next two days?
- 4 Listen again and choose the correct answers from a, b, c or d.
 - 1 What time is the space rocket taking off?

a early morning
b early evening
c late morning
d late evening
 - 2 What are the astronauts going to do in space?

a Build a space station.
b Clean the space station.

c Repair the space station.
d Walk around the space station.
 - 3 There is a problem with ...

a the temperature control system.
b the water system.



c dangerous equipment.
d the outside of the space station.
 - 4 Why does the astronaut say that the space walk is not dangerous?


a He has done space walks before.
b He will be attached to the space station all the time.

c The astronauts look after each other.
d Astronauts are well trained to do space walks.
- 5 Discuss this question in pairs.
 How do you think the astronaut feels about his mission to the space station?
- 6 The sounds of English
 - a Complete the table with the words that have the same vowel sounds.

kind like main mean space <u>spend</u> tell <u>this</u> three time train week well will with	next <u>spend</u>	little <u>this</u>	leak.....	great.....	fine.....
---	----------------------------	-----------------------------	-----------	------------	-----------

 - b Listen, check your answers and repeat the words with the correct vowel sounds.



Objectives

Grammar Future for plans, arrangements, predictions and timetables

Listening Listen for specific information and for detail

Reading Read for gist and for specific information

Critical thinking The benefits of technology

Functions Agree and disagree

Writing An essay expressing opinions

LESSON 1

SB page 1

WB page 1

Before using the book:

- This is likely to be the first day of class, so tell the students to introduce themselves in English to at least three people sitting near them.

Example:

Student 1: *Hello, my name is Ahmed. Nice to meet you.*

Student 2: *Hello, my name is Sawsan. Nice to meet you, too.*

- Now put the students into groups of four or five.
- Tell them to make lists of all the inventions they can think of in the last hundred years, for example TV, radio, and computers.
- Now ask a student from each group to stand up and read out the group's list.

Listening

1 Discuss these questions in pairs.

- 1 Tell the students to look at the three pictures on the page.
- 2 Ask them to look quickly at questions *a* and *b*.
- 3 Tell them to work in pairs and describe what is happening in each picture.
- 4 Then ask them to discuss whether they would like to be an astronaut or not.
- 5 Now discuss the questions with the whole class and see what ideas the students suggest.

Answers:

- a Picture *a* shows an astronaut coping with weightlessness inside a spacecraft. Picture *b* shows an astronaut in a space walk (doing a repair). Picture *c* shows a space shuttle at its launch.
- b Students' own answers.

2 Check the meanings of these words in your *Active Study Dictionary*.

- 1 Write the words from the box on the board.
- 2 Now tell the students to look up the words in their *Active Study Dictionary*.
- 3 When they have done this, explain that you are going say the meaning of one of the words in English and they must say which word you are describing.

Example:

Teacher: *Known only by a few people, something you don't want other people to know about.*

Students: *A secret.*

Teacher: *Good.*

- 4 Continue in this way with all the words in the exercise.

Answers:

- examine* to look at something carefully in order to find out something
- launch* (n) when a spacecraft is sent into space
- leak* (n) a small hole that liquid or gas gets out through

- mission* an important job that someone has been given to do
- secret* (adj) known about by only a few people
- system* an organised way of doing something

3 Listen and answer these questions.

- 1 Ask the students to read the questions first.
- 2 Now explain that you are going to play the tape twice.
- 3 Tell them to discuss their answers in pairs.
- 4 When they have finished, go through the answers with the class.

Answers:

- a On a radio programme. (given)
- b An interviewer and an astronaut.
- c The astronaut is travelling to a secret location and is going into space to repair the International Space Station.

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Interviewer: What is your mission, exactly?

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Interviewer: What's the problem?

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Interviewer: Is that a difficult job?

Astronaut: No, not particularly, but we'll almost certainly need to spend some time working outside.

Interviewer: Do you mean a space walk?

Astronaut: Yes, maybe, but we won't know for sure until we're there and can examine the equipment properly.

Interviewer: Isn't that really dangerous?

Astronaut: Not really – we've had a lot of

training and of course we're going to be very careful.

Interviewer: How long will you be in space for?

Astronaut: We'll probably be there for about five or six days. It depends on how serious the problems are.

Interviewer: That's very exciting. Thank you for talking to us. And good luck with your mission!

Astronaut: Thank you.

4 Listen again and choose the correct answers from a, b, c or d.

- 1 Tell the students to read through the questions but not to answer them.
- 2 Explain you are going to play the tape again.
- 3 Once you have played the tape, ask the students to answer the questions.
- 4 Afterwards, put them in pairs and tell them to compare their answers.
- 5 Go through the answers with the whole class.

Answers: _____

- 1 b (given)
- 2 c
- 3 a
- 4 d

5 Discuss this question in pairs.

- 1 Tell the students to read through the question.
- 2 Now put the students into pairs and ask them to discuss their answer.
- 3 Ask some of the pairs to share their answer with the whole class.

6 The sounds of English

- 1 Tell the students to read the first question.
- 2 Explain that they must take the words from the first box and write them in the box under the correct category with the correct vowel sound.
- 3 To help the students, read out the categories. Make sure they are clear what vowel sound is in each word. For example next – /e/ and little – /ɪ/, and so on.
- 4 When the students have completed the exercise, go through the answers with the class.

- 5 Now tell the students to practise saying the words. Ask individual students to read out all the words in one category and make sure they pronounce the target vowel sound correctly.

Answers: _____

next	little	leak	great	fine
spend	this	mean	main	kind
tell	will	three	space	like
well	with	week	train	time

T A P E S C R I P T

*Voice: next, next
spend, spend
tell, tell
well, well*

*little, little
this, this
will, will
with, with*

*leak, leak
mean, mean
three, three
week, week*

*great, great
main, main
space, space
train, train*

*fine, fine
kind, kind
like, like
time, time*

1 Reach for the stars

1 Complete the sentences with two words.

a tap a new ship a car for damage a rocket a patient a plastic cup

- a You can launch a new ship and a rocket.
- b You can examine
- c You can get a leak in

2 Complete the sentences. (You do not need one word.)

astronaut examined launch
leak missions repair
secret space walk system



- a The car stopped because there was a leak in the petrol tank.
- b Our air conditioning has broken down, but someone is coming to it tomorrow.
- c The doctor me carefully before he gave me the medicine.
- d Computer passwords should always be You should never tell anyone.
- e The astronauts went on a two-hour to replace a broken fuel pump.
- f Some drivers have a sat-nav in their car to help them find the best route.
- g The rocket is going to reach the moon on Tuesday. Everyone watched the on TV.
- h Space can take several years.

3 Underline one word in each list that has a different vowel sound and add it to the correct list.

well	drill	heat	they	eye
<u>mean</u>	this	yes	date	right
when	great	we	pipe	lift
then	which	teeth	eight	drive
deaf	ill	steam	lake	my
.....	.....	<u>mean</u>.....	.....	.....

1

2 Complete the sentences. (You do not need one word.)

- Tell the students to read through the sentences.
- They must use a word from the box to complete each sentence. Explain to them that there is one word in the box that they do not need to use.
- Go through the answers with the whole class.

Answers:

- | | |
|----------------|------------|
| a leak (given) | b repair |
| c examined | d secret |
| e space walk | f system |
| g launch | h missions |

3 Underline one word in each list that has a different vowel sound and add it to the correct list.

- Tell the students to read through the lists of words.
- Explain that in each column there is one word that has a different vowel sound.
- Tell them to identify the word, underline it and then add it to the correct list.
- Go through the answers with the whole class.

- Afterwards, ask individual students to read out the words from different columns and make sure they are producing the target vowel sound correctly.

Answers:

well	drill	heat	they	eye
<u>mean</u> (given)	this	<u>yes</u>	date	right
when	<u>great</u>	we	<u>pipe</u>	<u>lift</u>
then	which	teeth	eight	drive
deaf	ill	steam	lake	my
<u>yes</u>	<u>lift</u>	<u>mean</u> (given)	<u>great</u>	<u>pipe</u>



WORKBOOK

page 1

1 Complete the sentences with two words.

- Tell the students to read the words in the box.
- Explain that they must use two words from the box to complete each sentence.
- Go through the answers with the class. (given)

Answers:

- a a new ship and a rocket. (given)
- b a patient and a car for damage.
- c a tap and a plastic cup.

LESSON 2

SB page 2

WB page 2

Language focus

Future for plans, arrangements, predictions and timetables

1 Study these sentences from the listening text, then do the following.

- 1 Tell the students to look at the sentences in the box. Explain that they are all from the listening passage in Lesson 1.
- 2 Go through the instructions from *a* to *e* with the students and make sure they understand what they have to do.
- 3 Tell them to do all the activities from *a* to *e*.
- 4 Put the students into pairs and tell them to compare their answers.
- 5 Now go through the answers with the whole class.

Answers:

- 1 'm travelling (given), 2 is, 3 're going to be, 4 'll ... need, 5 'll ... be
- sentence 3 (We're going to be)
- sentences 4 and 5 (We'll)
- sentence 2 (is)
- sentence 1 (I'm travelling)

2 Discuss these questions in pairs.

- 1 Put the students into pairs.
- 2 Tell the students to read the two questions and discuss the answers in their pairs.
- 3 Go through the answers with the whole class.

Answers:

- Both are present continuous.
- Sentence 1 talks about the present; sentence 2 talks about a future arrangement.

3 Choose the correct verbs.

- 1 Tell the students to read the sentences slowly and to think about the correct verb for each.

UNIT 1

Language focus

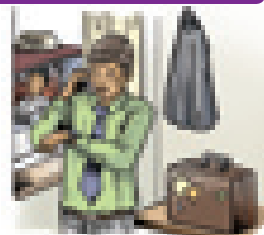
Future for plans, arrangements, predictions and timetables

Grammar rev p121

- 1 Study these sentences from the listening text, then do the following.
 - Underline the future forms.
 - In which sentence does the speaker talk about a plan or intention? *Sentence 3.*
 - In which sentences does the speaker make predictions?
 - In which sentence does the speaker refer to something on a timetable?
 - In which sentence does the speaker refer to a future arrangement?

- 1 Tomorrow afternoon, I'm travelling to a secret location.
- 2 The launch is at 7.50 the next evening.
- 3 We're going to be very careful.
- 4 We'll almost certainly need to spend some time working outside.
- 5 We'll probably be there for about five or six days.

- 2 Discuss these questions in pairs.
 - What is the red verb form in these sentences?
 - How is the meaning of this form different?
 - I can't talk at the moment. **I'm doing** my homework.
 - I can't see you this evening. **I'm doing** my homework.



- 3 Choose the correct verbs.
 - Hello, Ali. ① **I'm going** // I go to the airport in a minute. ② **I will fly** // I'm flying to Paris later this morning. My plane ③ **will leave/leaves** at ten o'clock. Perhaps we can get together when I'm back. ④ **Are you doing/Will you do** anything next Saturday?
 - Hi. My family ① **are taking me/take me** out today for passing my exams. ② **I'm going to apply/I will apply** to study Medicine at Assiut University because ③ **I'm going to be/I will be** a doctor. ④ **I'll probably work/I'm probably working** in the hospital.
 - Tomorrow ① **I'll watch/I'm watching** a football match with my friend. Zamalek ② **are playing/play** my team. The match ③ **is starting/starts** at six o'clock. I'm sure it ④ **will be/is** really exciting.

- 4 What would you say in these situations?
 - Your friend asks you to go swimming tomorrow, but you've arranged to have lunch with your brother. *Sorry, I'm having lunch with my brother tomorrow.*
 - Someone asks what you plan to do after school. You intend to go to the library.
 - A tourist asks you about the next train to Luxor. Tell him there is one at ten o'clock.

I'm spending my next summer holidays in Australia.



- 5 Work in pairs. Take turns to tell each other interesting information about your future.

- 2 Now tell the students to choose the correct verbs. They have to make four choices in each part of the exercise.
- 3 Put the students into pairs and ask them to compare their answers.
- 4 Now go through the answers with the class.

Answers:

- 1 I'm going (given), 2 I'm flying, 3 leaves, 4 Are you doing
- 1 are taking me, 2 I'm going to apply, 3 I'm going to be, 4 I'll probably work
- 1 I'm watching, 2 are playing, 3 starts, 4 will be

1 Choose the correct answer from a, b or c.

- 1 "This year, I'm going on holiday with my family to Italy."
 a "I'm sure you'll enjoy it." b "I'm sure you're enjoying it." c "I'm sure you enjoy it."
- 2 "Are you leaving this evening?"
 a "Yes, my train is going to leave at 7.15." b "Yes, my train leaves at 7.15."
 c "Yes, my train will leave at 7.15."
- 3 "Have you made any arrangements for next week?"
 a "Yes, I'll meet a friend from Cairo on Monday."
 b "Yes, I'm meeting a friend from Cairo on Monday."
 c "Yes, I meet a friend from Cairo on Monday."
- 4 "Do you have any plans for the weekend?"
 a "I meet Professor Afifi on Saturday morning."
 b "I'm going to meet Professor Afifi on Saturday morning."
 c "I'll meet Professor Afifi on Saturday morning."
- 5 "I'm going on holiday to Europe this October. Should I take an umbrella?"
 a "Yes, it's probably raining." b "Yes, it probably rains." c "Yes, it'll probably rain."



2 Complete with your own ideas using will, going to, the present simple or the present continuous.

- a These are my plans for the summer holidays. First of all, I
- b I next weekend. It's already arranged.
- c By the age of 25, I expect I
- d Next week, my English lesson

3 Complete these sentences with a correct form of the verb in brackets.

- a It's arranged. We're going (go) to the Red Sea this summer.
- b I think my brother (be) a doctor. He's very clever.
- c Are you (play) tennis after school today?
- d My lesson (finish) at four o'clock this afternoon.

4 What would you say in these situations?

- 1 Explain to the students that there are three situations and the students must decide what they would say in each one.
- 2 Ask some of the students to read out their answers. Discuss why they chose the future form they did.

Suggested answers:

- a Sorry, I'm having lunch with my brother. (given) (an arrangement)
- b I'm going (to go) to the library. (an intention).
- c There is a train (that leaves) at ten o'clock. (a timetable)

5 Work in pairs. Take turns to tell each other interesting information about your future.

- 1 Start by asking the students to think about things they already have arranged for the future. Give them a few examples, such as *I'm playing tennis at the weekend* and *I'm visiting my grandparents on Sunday*.
- 2 Tell the students to think of three or four things they have planned.
- 3 Now put the students into pairs and ask them to tell their partner what they have planned.
- 4 Change the pairs and tell the students to repeat the activity in their new pairs.



1 Choose the correct answer from a, b or c.

- 1 Ask the students to read through the sentences.
- 2 Explain that they must choose the correct response for each one. Here they must choose the future form that is usually used in each situation.
- 3 Now go through the answers with the whole class.

Answers:

- | | | |
|-----|-----|-----|
| 1 a | 2 b | 3 b |
| 4 b | 5 c | |

2 Complete with your own ideas using *will*, *going to*, the present simple or the present continuous.

- 1 Explain that the students have to write their own sentences for each situation.
- 2 Tell them to think carefully about what tenses they need to use. Remind them of when we usually use the present continuous, present simple, *going to* and *will*.
- 3 The students will have different answers. Put them into pairs and ask them to read their sentences to their partner.
- 4 Now ask some of the students to read out their sentences to the whole class.

Suggested answers: _____

- a I'm going to ...
- b I'm + ...-ing (present continuous)
- c I'll + verb
- d starts/is at (present simple)

3 Complete these sentences with a correct form of the verbs in brackets.

- 1 Tell the students to read through the sentences.
- 2 Explain that they must choose a correct future form for each one. Remind them that sometimes more than one future form can be used, but usually one form is most often used in a given situation. Sometimes the choice depends on the speaker's intention, e.g., whether something is only intended or is actually arranged.
- 3 Go through the answers with the whole class.

Answers: _____

- a We're going (given)
- b will be
- c playing/going to play
- d finishes/will finish

Reading

1 Check the meanings of these words in your Active Study Dictionary.

currently gravity gymnastics
side effect spin (v) spoke (n)

2 Read the article quickly to find the answers to these questions.

- a Why was July 2009 an important date?
It was the 40th anniversary of man's first landing on the moon.
- b What will happen 320 kilometres above the Earth?
- c What currently costs a lot of money?

3 Guess the meaning of these words in the article and compare ideas with a partner.

distance weightless

4 Read the text again and complete these sentences.

- a July 1969 was when people first *landed on the moon.*
- b Space tourists will fly to the space station by _____
- c Travellers will do weightless sports in _____
- d People do not need to worry about side effects of space travel because there are now _____
- e People who have already travelled in space describe the feeling of looking down on the Earth as _____
- f In the future, it is expected that the cost of space holidays _____

5 Discuss these questions in pairs.

- a What do you think you would like and dislike about a holiday in space?
- b Would you enjoy being weightless? Why/Why not?

Space holidays

July 2009 was the 40th anniversary of man first walking on the moon. Ever since that day, we have been promised that holidays in space are not far away. Now a representative for the World Tourism Organisation predicts that, in the next ten years, people will be queuing to book their holidays in space. They will fly by rocket to a space station which will be orbiting the Earth at a height of 320 kilometres – that is about the same as the **distance** from Cairo to El-Minya. The space station itself will be like a giant **spinning** wheel with **spokes** like a bike wheel. There will be two kinds of spokes: those with ordinary **gravity** and those with zero gravity for **weightless** sports.

Some people who are interested in space holidays are worried that, as space tourists, they will suffer from the same horrible **side effects** as astronauts have suffered from, but experts say that there are now treatments for most side effects.

Just think about such a holiday in space! Everyone who has travelled in space has described the magical feeling of looking down on the Earth as it spins below you. It will be impossible to go shopping or go for a walk, but think of the fun you can have with weightless football or weightless **gymnastics**.



For most people, the main disadvantage at the moment is the cost of space holidays. **Currently**, the cost of a holiday is very high. But, like everything else, the more people want to do something, the cheaper it will become. So, if you are interested, start saving now!

LESSON 3

SB page 3

WB page 3

Reading

1 Check the meanings of these words in your Active Study Dictionary.

- 1 Tell the students to look at the words in the box.
- 2 Explain that you are going to read them out. Tell the students to mark the stress on each word by underlining the part of the word that has the stress.

- 3 Now tell the students to look the words up in their *Active Study Dictionary*.

Answers:

<u>currently</u>	(happening) at the present time
<u>gravity</u>	the force that makes objects fall to the ground
<u>gymnastics</u>	a sport in which skilful physical exercises and movements are performed
<u>side effect</u>	an unexpected result of an activity, situation or event
<u>spin</u> (v)	to turn around and around very quickly
<u>spoke</u> (n)	one of the thin metal bars which connect the ring around the outside of a wheel to the centre

2 Read the article quickly to find the answers to these questions.

- 1 Tell the students to look at the title of the article and then at the picture in it. Ask what the students can see happening. Write their ideas on the board.
- 2 Ask what the students think the article might be about.
- 3 Tell them to read the text quickly and not to worry too much about the words they don't understand.
- 4 Ask the students to read the three questions and try to write down the answers.
- 5 Go through the answers with the whole class.

Answers:

- a It was the 40th anniversary of man's first landing on the moon. (given)
- b A space station will orbit.
- c A space holiday.

3 Guess the meanings of these words in the article and compare ideas with a partner.

- 1 Tell the students to look at the words *distance* and *weightless*.
- 2 Ask them to work in pairs and decide together what the words mean.
- 3 Ask some of the students to explain their answers to the class.

Answers:

<i>distance</i>	the amount of space between two places (usually in metres or kilometres)
<i>weightless</i>	having no weight (especially when you are floating in space)

4 Read the text again and complete these sentences.

- 1 Tell the students to read the text a second time.
- 2 Now explain that they must read through sentences *a* to *f* and complete them.
- 3 Put the students into pairs and tell them to compare their answers.
- 4 Now go through the answers with the whole class.

Answers:

- a landed on the moon. (given)
- b rocket.
- c the spokes (of the space station) with zero gravity.
- d treatments for most side effects.
- e magical.
- f will become cheaper/go down/decrease.

5 Discuss these questions in pairs.

- 1 Tell the students to work in pairs.
- 2 Remind them what the word *weightless* means.
- 3 Now tell the students to read the questions and then work in pairs to discuss their answers.
- 4 Ask some students to share their answers with the class. Accept all reasonable answers.

Students' own answers



1 Match these words with their meanings. (You do not need one word and one meaning.)

- 1 Ask the students to look carefully at the words in column one and the definitions in column two.
- 2 Tell the students to match the definitions and the words. Explain that there is one word and one definition which they cannot use.
- 3 Go through the answers with the whole class.

Answers:

a	4 (given)	b	3
c	6	d	1
e	7	f	2

2 Answer the questions about Exercise 1.

- 1 Ask the students to read through the questions.
- 2 Tell them to write in their answers.
- 3 Put the students in pairs and ask them to compare their answers.
- 4 Now go through the answers with the class.

Answers:

- a weightless
- b having no weight
- c an unexpected result of an activity
- d side effect

3 Complete these sentences with words from Exercise 1.

- 1 Explain that the students need to read the sentences and then use a word from Exercise 1 to complete each one.
- 2 Go through the answers with the whole class.

1 Match these words with their meanings. (You do not need one word and one meaning.)

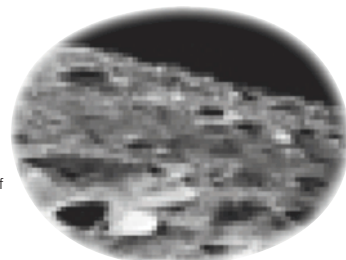
- | | | | | |
|---|------------|---|-------------------------------------|--|
| a | currently | 1 | <input type="checkbox"/> | a sport in which physical exercises and movements are performed |
| b | distance | 2 | <input type="checkbox"/> | a thin metal bar which connects the ring around the outside of a wheel to its centre |
| c | gravity | 3 | <input type="checkbox"/> | the amount of space between two places |
| d | gymnastics | 4 | <input checked="" type="checkbox"/> | at the present time |
| e | spin | 5 | <input type="checkbox"/> | an unexpected result of an activity |
| f | spoke | 6 | <input type="checkbox"/> | what makes objects fall to the ground |
| g | weightless | 7 | <input type="checkbox"/> | turn around and around very quickly |

2 Answer the questions about Exercise 1.

- a Which word has no written meaning?
- b Write the meaning for this word.
- c Which meaning does not match any of the words?
- d Write the word which matches this meaning.

3 Complete these sentences with words from Exercise 1.

- a The moon has less gravity than the Earth, so you could jump much higher there.
- b Doing is a very good way of keeping fit.
- c Two of the s on the front wheel of my bike were broken in the accident.
- d The between Cairo and London is 3,500 kilometres.
- e When you are in space, it must be very difficult to stand still.
- f I'm working for important exams. Then, when I finish, I'm going on holiday.



4 Complete these sentences with your own ideas.

- a One of the things I'm currently doing is
- b Gymnastics is
- c The distance between my home and the school is
- d When you are weightless,

Answers:

- | | | | |
|---|-----------------|---|------------|
| a | gravity (given) | b | gymnastics |
| c | spokes | d | distance |
| e | weightless | f | Currently |

4 Complete these sentences with your own ideas.

- 1 In this exercise the students have to complete the sentences with their own ideas.
- 2 Tell them to read the sentences and complete them.

LESSON 4

SB page 4

UNIT 1

Critical thinking

1 Answer the following questions.

- When is it predicted that people will go on space holidays? *In the next ten years.*
- What does the writer of the article compare the space station to?
- What weightless sports will people do in space?
- Do you think that many people will queue up to book their holidays in space? Why/Why not?
- What kind of side effects do you think astronauts have suffered in space?
- What do you think the Earth looks like from a height of 320 kilometres?

2 Read this quotation from the article and discuss the questions.

July 2009 was the 40th anniversary of man first walking on the moon. Ever since that day, we have been promised that holidays in space are not far away.

- Why do you think man first walking on the moon in 1969 was so important?
- Countries spend a lot of money on space exploration. What do you think is their main reason for doing this?

3 Discuss these questions in pairs.

- How has technology improved the lives of people in your country over the last 50 years? Think of these areas of life:

- Transport
- Communications
- Health
- Education
- Work
- Homes

- How do you think technology will improve our lives in the future?

RESEARCH

Space technology

Using the internet or a library, find out how space technology has changed our everyday lives.



Critical thinking

1 Answer the following questions.

- The students have to answer a number of questions.
- You may want to ask the students to read the text entitled 'Space holidays' on page 3 again.
- Put the students into pairs. Tell them to read the questions and then to discuss the answers together.
- Go through the answers with the class.

Answers:

- In the next ten years. (given)
- The wheel of a bike – with spokes.
- Football and gymnastics.
- Students' own opinions
- Students' own opinions:
In the initial hours of weightlessness, people often have nausea, vomiting, dizziness, headaches and lethargy. Long-term weightlessness can cause muscle atrophy, deterioration of the skeleton, decreased production of red blood cells, weakness of the immune system and other effects.
- Students' own opinions

- Now put the students into groups of three or four and tell them to read out their answers to their group.
- Ask some students to read out their sentences to the whole class.

Students' own answers

2 Read this quotation from the article and discuss the questions.

- Tell the students to look at the picture of the man in space. Ask them what they can see (e.g. an astronaut, a space suit, Earth). Write their ideas on the board.
- Tell the students to read the quotation.
- Ask them to explain what the quotation means.
- Tell the students to read the two questions and answer them in pairs.
- Go through the answers with the whole class.

Suggested answers:

- a It started new forms of technology and knowledge.
- b To help them understand space, to find new ways of doing things, to find new sources of minerals.

3 Discuss these questions in pairs.

- These questions encourage the students to think and talk about technology.
- Tell the students to look at the list of areas of life and to think of all the technologies that are related to them. Write their ideas on the board. Continue with each of the different areas of life.
- Now put the students into pairs and tell them to discuss questions *a* and *b*.
- Go through the answers with the class. There are many possible answers.

Suggested answers:

Transport: fast trains, cars, aeroplanes, underground/ metro system

Communications: computers, mobile phones, satellites

Health: better medical tests, surgeries

Education: more availability, e-learning

Work: new fields introduced, computers make work easier

Homes: kitchen machines, security equipment

Research

Ask the students to read the Research task. Make sure they understand what is wanted and give them time to begin their research in class. Students can complete the task for homework and report back to the class next lesson.

(Type **space technology in everyday life** in a search engine.)

Communication**1 Complete the questionnaire.****Modern technology**

Do you agree with A–G below? Circle your answers.

[1 = strongly agree / 2 = agree / 3 = don't know / 4 = disagree / 5 = strongly disagree]

- | | |
|--|-----------|
| A Modern technology has improved everyone's lives. | 1 2 3 4 5 |
| B Some people have benefited more from modern technology than others. | 1 2 3 4 5 |
| C Computers, mobile phones and satellite technology have made people happier. | 1 2 3 4 5 |
| D We should spend more money on education and health and less on new technology. | 1 2 3 4 5 |
| E Instant communication by satellite technology is a good thing. | 1 2 3 4 5 |
| F Space exploration is a waste of money. | 1 2 3 4 5 |
| G We need modern technology to help solve problems like climate change, global warming, etc. | 1 2 3 4 5 |

2 Compare answers with a partner. Agree or disagree with each other using these expressions.**Agreeing with an opinion**

I (completely) agree.
I couldn't agree more.
(Yes), you're quite right.
I'd go along with that.
That's true.

Disagreeing with an opinion

I (completely) disagree.
I don't agree.
I'm not (so) sure.
That's (just) not true.

3 Work in groups of three or four.

- a Choose one of the sentences A–G from the questionnaire and write your opinion.

I do not believe that space exploration is a waste of money.

- b Make a note of your reasons, for example:

- Everyone benefits from space technology in their everyday lives. For example, satellite technology is used for mobile phones, television, etc.
- People have always explored their world. The next step is to explore space.
- Space exploration is exciting.
- We may need to live in space in the future.

- c Take turns to give your opinions and your reasons. Don't read your notes, but refer to them as you speak.

LESSON 5

SB page 5

WB page 4

Communication**1 Complete the questionnaire.**

- Tell the students to read through the questionnaire and ask them to underline any unfamiliar vocabulary.
- Help them with any difficult words.
- Now tell the students to complete the questionnaire by circling their choices.

2 Compare answers with a partner. Agree or disagree with each other using these expressions.

- 1 Put the students into pairs.
- 2 Explain that they must compare their answers. Tell the students to try and say why they have a certain point of view.
- 3 Do an example with a confident student to make the activity clear for the whole class.

Example:

Student: *Modern technology has improved people's lives.*

Teacher: *I don't agree. I think it has made us very busy. Life is too fast now.*

- 4 Continue with one or two more examples to make the task completely clear to the class.
- 5 Now tell the students to discuss the questions in their pairs. After a while, swap the pairs and continue to discuss. Move around the class to listen to their ideas.

3 Work in groups of three or four.

- 1 Put the students into groups of three or four.
- 2 Tell them to choose one of the sentences from the questionnaire in Exercise 1 that they are all interested in.
- 3 Now tell the students to write their opinion about that topic. They can look at the example in the book.
- 4 Tell them to think of all the reasons why they hold that opinion. Tell them to make notes. They can look at the example in the book to help them.

- 5 Once the students have made notes, tell them to take turns to share their opinions on the topic. Do an example for the class with one of the groups to make the task clear.

Example:

Student 1: *I think that space exploration is a waste of money. We should spend the money on growing more food, on education and on better transport.*

Student 2: *I couldn't agree more. Space exploration is a waste of money. We can spend the money to build better schools and to help old people.*

Student 3: *I'm not so sure. I think space exploration is a good thing. We can learn a lot of things from space.*

**1 Respond to each of the following situations.**

- 1 Tell the students to read the sentences carefully.
- 2 Explain that they need to respond to each of the sentences by writing a sentence.
- 3 Put the students into pairs and tell them to read out their responses to each other.
- 4 Now ask some pairs to share their answers. Be sure that they give a reason for their answer.

Suggested answers:

- a I (completely) agree. We should use the money to feed people. (given)
- b I don't agree. Computers make our work faster and easier.
- c I agree. If you made one small mistake you could be lost in space forever.
- d That's (just) not true. I researched astronaut salaries on the internet.

2 You are going to write about the subject you discussed in the Student's Book.

- 1 Put the students back in the same groups that you created for Exercise 3 in the Student's Book.
- 2 Tell them to write down the sentence that they chose to talk about.
- 3 Tell them to focus on the four paragraphs and think carefully about what they can say in each. Ask them to write notes about the topic.
- 4 Tell the students to compare their answers and help each other with their notes.

3 Write your essay in 125-150 words.

- 1 Tell the students to use their notes to write the essay.

**Lesson 5****1 Respond to each of the following situations.**

- a Someone says that space exploration is too expensive. You agree and say why.
I (completely) agree. We should use the money to feed people.
- b Someone says that computers are a bad thing. You do not have the same opinion. Say why.
- c One of your friends says he thinks walking in space would be very frightening. You think he's right. Say why.
- d You hear someone say that all astronauts are very rich. You know this is not true. Say why.

2 You are going to write about the subject you discussed in the Student's Book.

- a Write the sentence you chose to talk about from the questionnaire.
- b Write notes using the ideas you discussed with your group.

• **Paragraph 1** (Introduce the subject and express your opinion.)

• **Paragraph 2** (Give the main reason for your opinion.)

• **Paragraph 3** (Say what other people in your group said and if you agree or disagree.)

• **Paragraph 4** (Say why you think this is an important subject and finish your notes.)

3 Write your essay in 125-150 words.

- a Use the notes you made to write your essay quickly.
- b Read what you have written carefully. Look for grammar and spelling mistakes. Check the correct spelling in your *Active Study Dictionary*.
- c Correct the mistakes, then write the final essay.

- 2 After they have written it, tell them to check any spellings they are unsure of in their *Active Study Dictionary*.
- 3 Help them to correct any mistakes and then ask them to rewrite the essay.
- 4 Now put the students into groups. Tell them to pass the essays around so that all the students in each group read all the essays from their group.
- 5 Tell them to choose the best essay in their group.
- 6 Ask the student with the best essay from each group to come to the front of the class and read out their essay.

Assessment

Listening Task

Target element: listen and react to opinions

Tell the students to think about one important piece of technology that has been invented in the last hundred years. Ask them to write a sentence about that technology.

Example:

Cars are the most important invention in the last hundred years.

Now put the students into groups. Each student reads out their sentence to the group and the others say if they agree or disagree, and explain why.

Example:

Student 1: *Cars are the most important invention in the last hundred years.*

Student 2: *I disagree. I think they have created many problems for us.*

Student 3: *I disagree too. I think the computer is more important.*

Speaking Task

Target element: practise and use some of the key vocabulary and grammar from the unit

Tell the students to imagine they are in the government. Ask them to think about how they want to spend the government money. Tell them to think of things like transport, communication, health, education, work and housing. Give them time to make notes. Now put them into groups. Tell them to explain to each other how they want to spend the money. The other students in the group must say if they agree or disagree, and why.

Example:

Student 1: *I want to spend the money on education. We need more schools and we need more teachers.*

Student 2: *I disagree. I want to spend the money on transport. We need more trains and buses in the cities.*

Reading Task

Target element: revise the main text from the unit

Tell the students to read the text entitled 'Space holidays' on Student's Book page 3 again. Now explain that you are going to read out some sentences (see below) about the text. If the students think the sentences are true they must stay seated, but if they think they are false they must stand up. When pupils stand, ask one of them to say why they think the sentence was false.

Sentences:

July 2000 was the 50th anniversary of the first man to walk on the moon. (false)

We now often have holidays in space. (false)
Astronauts often suffer from horrible side effects. (true)

One of the fun things about going into space is that you become weightless. (true)

Holidays in space are very cheap. (false)

Writing Task

Target element: revise and use the vocabulary and grammar from the unit

Ask the students to imagine that they are going to go on a holiday in space. Tell them to write a letter to their parents describing what they are going to do. Remind them that the letter should start with *Dear* and that it should end with *(Love) From*. Remind them also to think carefully about the tenses they use. Move around the class and help the students. Finally, ask one or two of the students to read out their letters to the class.

UNIT 2

HOPE: THE PRISONER OF ZENDA

SB pages 6-10

WB pages 5-8

Objectives

Grammar

Subject-verb agreement: special cases

Listening

Predict from pictures and listen for specific information

Reading

Read for specific information and for detail

Critical thinking

Discuss what makes a good leader

Functions

Show interest and surprise

Writing

A letter explaining what makes a good leader

UNIT 2 Hope: The Prisoner of Zenda

Listening

- 1 Check the meanings of these words in your *Active Study Dictionary*.
classics couple debate (n) escapism
- 2 Answer the questions to find the meaning of these words.
 - a If you are *well educated*, have you had a good or a bad education?
 - b Is a *fictional* story true or invented?
 - c Is a *publication* something that you listen to, read or see?
- 3 Look at these pictures and discuss these questions.
 - a What does the sign say about the writer Anthony Hope?
 - b What kind of person do you think he was from his photograph?
 - c Now listen to a radio programme about the writer. Were your ideas correct?
- 4 Listen again. Are these sentences *True or False*? Correct the false ones.
 - a Anthony Hope was born in the 1850s. *False. He was born in the 1860s.*
 - b Anthony Hope studied modern languages at Oxford.
 - c After leaving university, he worked as a lawyer.
 - d At first, Anthony Hope wrote poems.
 - e His first novel was written in 1890.
 - f *The Prisoner of Zenda* took Hope more than a year to write.
 - g Hope met his wife in England.
 - h Hope had three children.
- 5 Discuss this question in pairs.
Can you think of other examples of popular activities which could be described as *escapism*?
- 6 The sounds of English
 - a Complete the table with the words that have the same underlined consonant sounds.

classics <i>speaker</i>	novels <i>those</i>	plenty	book	daughter	about
----------------------------------	------------------------------	-----------------	---------------	-------------------	----------------

 - b Listen, check your answers and repeat the words with the correct consonant sounds.

Objectives

Grammar subject-verb agreement: special cases

Listening Predict from pictures and listen for specific information

Reading Read for specific information and for detail

Critical thinking Discuss what makes a good leader

Functions Show interest and surprise

Writing A letter explaining what makes a good leader

LESSON 1

SB page 6

WB page 5

Before using the book:

- Ask the students to think of any books they know that were originally written in English or that they have already read in English.
- Write the names of the books on the board.
- Ask if any of the students can give a quick summary of one of the stories to the class. If not, tell them the story of a book you have read in English or that you know was originally written in English.

Listening

1 Check the meanings of these words in your *Active Study Dictionary*.

- 1 Write the words from the box on the board.
- 2 Now tell the students to look up the words in the *Active Study Dictionary*.
- 3 When they have done this, explain that you are going to say the first and last letter of a word and tell the students to say the word aloud. Help them with their pronunciation.

Example:

Teacher: *E and m.*

Students: *Escapism.*

Teacher: *Good. Put the stress on the second syllable.*

- 4 Continue in this way with all the words.

Answers:

- classics* the study of the language, literature and history of ancient Greece and Rome
- couple* two people who are married or have a romantic relationship
- debate* (n) an organised discussion on an important subject
- escapism* entertainment or activity that helps you to forget about your work or worries and think of something more enjoyable

2 Answer the questions to find the meaning of these words.

- 1 Put the students into pairs.
- 2 Tell them to read the questions and discuss the answers together.
- 3 Go through the answers with the whole class.

Answers:

- a If you are well educated, you have had a good education.
- b A fictional story is invented.
- c A publication is something that you read.

3 Look at these pictures and discuss these questions.

- 1 Tell the students to look at the two pictures on the right of the page. Ask them what they can see.

- 2 Put the students into pairs and tell them to discuss the questions.
- 3 Play the tape so they can see if their answers were correct.
- 4 Go through the answers with the class.

Answers:

- a He was a novelist. He was born in 1863 and died in 1933. He lived for a time in London.
- b *suggested*: He looks interesting, well educated, self-confident, smart.

T A P E S C R I P T

Presenter: *In today's Book Programme, we're going to hear about the life and work of the writer Anthony Hope. In the studio we have Professor David Lyons from the University of South London. Professor Lyons, Anthony Hope is well known for his adventure novels, but what sort of a man was he? Was he like his heroes?*

Prof Lyons: *Not in the least. Anthony Hope was a well-educated English lawyer who started writing in his free time.*

Presenter: *Could you tell us something about his early life?*

Prof Lyons: *Yes, of course. Anthony Hope was born near London in 1863. After finishing school, he went to Oxford University, where he studied classics. He was interested in politics and was a good speaker in university debates. After Oxford, he trained as a lawyer and started working in London in 1887.*

Presenter: *So how did he start writing?*

Prof Lyons: *Well, lawyers in those days had plenty of free time – so Hope wrote short stories for magazines. He wrote his first novel, A Man of Mark, in 1890, but had to pay for the publication himself.*

Presenter: *How about his most famous book, The Prisoner of Zenda? Did he pay for that?*

Prof Lyons: *No. By then, he was already a successful novelist. The amazing thing about this book was how quickly he wrote it. He first had the idea in late 1893 and the book was published in April 1894. It was immediately successful.*

Presenter: *What was so special about The Prisoner of Zenda?*

Prof Lyons: *Well, it's a very exciting adventure story which takes place in a fictional European*

country. I think it was so popular because it is not about everyday lives – people like escapism.

Presenter: Did Hope marry?

Prof Lyons: Yes, he did. In 1903, he went on a speaking tour to other countries and met Betty Somerville. The couple were married later that year, then came back to England, where they had two sons and a daughter.

Presenter: And did he continue writing?

Prof Lyons: Yes, in all he wrote thirty-two works of fiction, but The Prisoner of Zenda was always his most popular story. It made him a lot of money. A lot of films have been based on the story, and the public still enjoy reading it today.

Presenter: Thank you, Professor Lyons – that was most interesting.
If you haven't read The Prisoner of Zenda yet, borrow it from your local library. It's one of those books you just can't put down.

Suggested answers: _____

Playing computer and other games, watching TV and films, listening to music, playing sports, going to the theatre or cinema

6 The sounds of English

- 1 Ask the students to look at the table.
- 2 Explain that they must write each word from the top box in the correct column below.
- 3 Before they start, go through the pronunciation of the words in the top box. Make sure the students are clear how to pronounce them. Point out that the letter *s* has two different pronunciations in these words.
- 4 When they have placed all the words, play the tape. The students can check their answers. Tell them to repeat the words.

Answers: _____

classics	novels	plenty	book	daughter	about
speaker	those	politics	debate	difficult	today
university	was	popular	publish	immediately	wrote

4 Listen again. Are these sentences True or False? Correct the false ones.

- 1 Tell the students to read through the sentences.
- 2 Play the tape again. Ask the students to think about the sentences and to decide if each one is true or false, and to correct the false ones.
- 3 Now go through the answers with the class.

Answers: _____

- a False. He was born in the 1860s. (given)
- b False. He studied classics.
- c True.
- d False. He wrote short stories for magazines.
- e True.
- f False. It took him a few months to write.
- g False. He met her while he was in another country.
- h True.

5 Discuss this question in pairs.

- 1 Ask the students to read the question.
- 2 Discuss what the word *escapism* means.
- 3 Now, as a class, tell the students to think of other activities that might be defined as escapism.
- 4 Write their ideas on the board.

T A P E S C R I P T

Voice: classics, classics
speaker, speaker
university, university

novels, novels
those, those
was, was

plenty, plenty
politics, politics
popular, popular

book, book
debate, debate
publish, publish

daughter, daughter
difficult, difficult
immediately, immediately

about, about
today, today
wrote, wrote

UNIT 2 Hope: The Prisoner of Zenda

1 Match these words with their meanings.

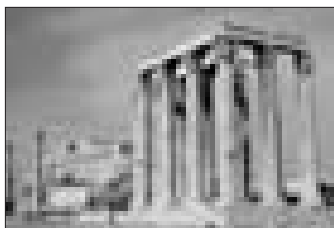
- | | |
|-----------------|---|
| a classics | 1 <input type="checkbox"/> entertainment that helps people to forget about their worries |
| b debate | 2 <input type="checkbox"/> when a book is printed and available to buy |
| c escapism | 3 <input type="checkbox"/> not real, invented by a writer |
| d fictional | 4 <input type="checkbox"/> having had a good education |
| e publication | 5 <input checked="" type="checkbox"/> study of the language and literature of the Ancient Greeks and Romans |
| f well-educated | 6 <input type="checkbox"/> formal, organised discussion |

2 Complete these sentences with words from Exercise 1.

- a My brother is a very well-educated man. He went to Cairo University and then Oxford.
- b We're having a at school next week about ways of reducing global warming.
- c For some people, reading and watching films are forms of
- d In the past, many English children studied at school. Now most schools teach modern languages.
- e Oliver Twist is the hero of one of Charles Dickens's most famous novels.
- f The *Prisoner of Zenda* was ready for a few months after Anthony Hope thought of the idea.

3 Use your Active Study Dictionary to complete these sentences with the correct form of the word in brackets.

- a Novels are usually works of fiction..., but they are often based on real life. (*fictional*)
- b Anthony Hope's first novel was in 1890. (*publication*)
- c Films and books can sometimes help people to from their worries. (*escapism*)
- d My brother had a good He went to one of the best universities. (*educated*)
- e You can still see a lot of architecture in Greece and Rome. (*classics*)



5

Answers:

a 5 (given) b 6 c 1 d 3 e 2 f 4

2 Complete these sentences with words from Exercise 1.

- Tell the students to read through the gapped sentences.
- Explain that they must use words from the first exercise to complete the sentences.
- Once the students have completed the activity, go through the answers with the class.

Answers:

- a well-educated (given)
b debate
c escapism
d classics
e fictional
f publication

3 Use your Active Study Dictionary to complete these sentences with the correct form of the word in brackets.

- Tell the students to read through the sentences.
- Ask them to use the *Active Study Dictionary* to choose the correct form of the word in brackets to complete each sentence.

- Now put the students into pairs and tell them to compare their answers.
- Go through the answers with the whole class.

Answers:

- a fiction (given)
b published
c escape
d education
e classical



WORKBOOK

page 5

1 Match these words with their meanings.

- Tell the students to read through the words and the sentences.
- Ask them to think about which words match with which meanings.
- Tell the students to connect the words and their meanings.
- Go through the answers with the class.

LESSON 2

SB page 7

WB page 6

Language focus

Subject-verb agreement: special cases

1 Study these sentences from the listening text, then do the following.

- 1 Ask the students to look at the sentences in the box. Explain that they are all from the listening passage in Lesson 1.
- 2 Tell the students to underline the nouns or noun phrases in each sentence. Point out that the first one is done for them as an example. Remind the students that nouns and noun phrases name things.
- 3 After they have completed the exercise, tell the students to answer the questions.
- 4 When they have finished, put them into pairs to compare their answers.
- 5 Finally, go through the answers with the whole class.

Answers:

- a 1 school, Oxford University, classics (given)
2 politics, speaker
3 couple, year
4 public
- b • sentences 1, 2; both: classics, politics (given)
• sentence 4 (public)
sentence 3 (couple)
plural
• sentence 1 (school)

2 Look at the sentences and discuss the questions below in pairs.

- 1 Tell the students that these sentences contain nouns that refer to a group, or numbers and nouns that refer to a quantity.
- 2 Put the students in pairs. Tell them to look at the sentences in the box.

Language focus

Subject-verb agreement: special cases

Grammar rev p122

UNIT 2

1 Study these sentences from the listening text, then do the following.

- 1 After finishing school, he went to Oxford University, where he studied classics.
- 2 He was interested in politics and was a good speaker.
- 3 The couple were married later that year.
- 4 The public still enjoy reading it today.

a Underline the nouns/noun phrases.

b Answer the questions below.

- Which sentences have nouns in plural forms? 1, 2. Which of these nouns take a singular verb? both: classics, politics

- Which sentence has a noun with a singular form that means 'a group of people'?

Which sentence has a noun with a singular form that means 'two people'?

Are the verbs in these sentences singular or plural?

- Which sentence has a noun in singular form that is used as an uncountable?

2 Look at the sentences and discuss the questions below in pairs.

- 1 The home team is winning the match.
- 2 Thirty pounds is a lot of money for a five-year-old.
- 3 The police are chasing the suspect.
- 4 The team are travelling tonight to their next match.
- 5 "We have two litres of oil." "That's enough."

a In which sentence does the speaker think of the team as individuals?

..... 4 Is the verb singular or plural? plural

b In which sentence does the speaker think of the team as a unit?

..... Is the verb singular or plural?

c Which sentence has a group word that can only take a plural verb?

.....

d Which sentences show a quantity that is thought of as a unit?

..... Is the verb singular or plural? Which sentence has a singular pronoun for the quantity?

3 Choose the wrong sentence in each set.

- a The people in our group was watching the film. (X)
A group of people was watching the film. ()
A group of people were watching the film. ()
- b Ten minutes have passed. Let's wait five more. ()
Two hours is a long time to wait. ()
Hurry! There's not many time left. ()
- c Three pounds is all I've got. ()
Three one-pound coins are on the desk. ()
Three one-pound coins is on the desk. ()



- 3 Ask them to read the questions and to discuss the answers with their partner.

- 4 Go through the answers with the whole class.

Answers:

- a sentence 4; plural (given)
b sentence 1; singular
c sentence 3; (police)
d sentences 2 and 5; singular verb; sentence 5 has singular pronoun *that*

3 Choose the wrong sentence in each set.

- 1 Tell the students to read through the sets of sentences slowly and to think about the verb in each sentence.

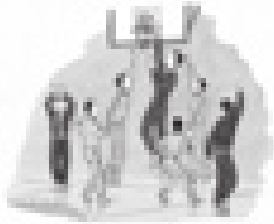
2 Lesson 2

1 Find and correct the mistake in each sentence. (One sentence is correct.)

- a Five litres of petrol are enough for me to get to work. *Five litres of petrol is enough*
- b My five-year-old sister will start a school in September.
- c The police is going to get new uniforms.
- d Fifty degrees are a very high temperature.
- e Athletics were my father's favourite sport.
- f The team usually wins.

2 Choose the correct words.

- a Classics was were a required subject long ago.
- b People is/are funny sometimes.
- c How much/many seconds is/are in an hour?
- d Ten kilometres is/are a long way to run.
- e One of the players in the blue team is/are very tall.



3 Use your Active Study Dictionary to find the difference in meaning between the underlined nouns. Say whether they are countable (c) or uncountable (u).

- a • Would you like an orange? ☒ c the fruit
- I don't like orange. I prefer red. ☒ u the colour
- b • Could I have a coffee, please? ☐
- Coffee can stop you sleeping. ☐
- c • I've got a hair in my mouth. ☐
- There's hair on the floor. ☐
- d • Do you like chicken? ☐
- Do you like chickens? ☐



6

2 Remind them that most collective nouns can take singular or plural verbs, and that numbers referring to a quantity take a singular verb.

3 Go through the answers with the class.

Answers:

- a The people in our group was watching the film. (The subject is *people*, which needs a plural verb.)
- b Hurray! There's not many time left. (*Time* here is uncountable and uses *much*.)
- c Three one-pound coins is on the desk. (Individual coins, not a quantity of money, needs a plural verb.)

WORKBOOK

page 6

1 Find and correct the mistake in each sentence. (One sentence is correct.)

- 1 Ask the students to read through the sentences carefully.
- 2 Tell them to decide where the mistake in each sentence is. Explain that they must cross the mistake out and write in the correct answer, as in the example given.
- 3 Put the students into pairs and ask them to compare their answers.
- 4 Now go through the answers with the whole class.

Answers:

- a ~~are~~ Five litres of petrol is enough (given)
- b ~~a~~ will start school
- c ~~is~~ police are going to get
- d ~~are~~ Fifty degrees is
- e ~~were~~ Athletics was
- f correct

2 Choose the correct words.

- 1 Tell the students to read through the sentences.
- 2 Explain that they must choose the correct word from the given alternatives for each sentence.
- 3 Check the answers with the class.

Answers:

- a was (given) b are c many, are
- d is e is

3 Use your Active Study Dictionary to find the difference in meaning between the underlined nouns.

- 1 Explain to the students that the meanings of words can often change, depending how we use them. Some meanings are countable and others are uncountable. The letter [C] or [U] in the dictionary tells how that meaning is used.

- Tell the students to read through the sentences carefully and to think about the meaning of the words that are underlined.
- If they don't know a meaning, tell them to look it up in their *Active Study Dictionary*.
- Now put the students into pairs and ask them to discuss the meanings of the words that are underlined.
- Go through the answers with the whole class.

Answers:

- [c] the fruit, [u] the colour (given)
- [c] a cup of coffee, [u] the drink
- [c] a single hair, [u] a lot of hair (e.g. cut by a hairdresser)
- [u] chicken meat, [c] the animals

LESSON 3

SB page 8 WB page 7

Reading**1 Check the meanings of these words in your *Active Study Dictionary*.**

- Tell the students to look at the words in the box.
- Explain that you are going to read them out and tell the students to mark the stress on each word by underlining the part of the word that has the stress.
- Now tell the students to look the meanings up in their *Active Study Dictionary* of any of the words they don't know.

Answers:

- alike (adj.) almost exactly the same; similar
- attend to go to a meeting, school, church, etc.
- castle a very large strong building built in the past to protect the people inside from attack (like the building in the picture at the top of page 6)

2 Reading**1 Check the meanings of these words in your *Active Study Dictionary*.**

alike attend castle coronation
the right (to do something)
occasion wealthy

2 Read the summary of *The Prisoner of Zenda* quickly and find out what or who these are.

- Rudolf Rassendyll A wealthy Englishman
- Rudolf Elphberg
- Zenda
- Michael

**THE PRISONER OF ZENDA**

The story takes place in nineteenth-century Europe. Rudolf Rassendyll, a **wealthy** Englishman, is the cousin of Rudolf Elphberg, who is about to become the new king of Ruritania, a fictional country in central Europe. Rudolf Rassendyll decides to travel to Ruritania to **attend** the **coronation** of his cousin, who he has not met before. Soon after he arrives, he is walking through a forest when he meets the future king. The two men are surprised to discover that they are so alike: they are almost identical twins. The cousins talk excitedly about the coronation.

3 Read the story again and match to make correct sentences.

- Rudolf Rassendyll travels to Ruritania to
- The two Rudolfs meet while they are
- The cousins are surprised when they find that they
- Michael kidnaps his brother because he
- At the coronation, Rudolf Rassendyll replaces his cousin who
- Rudolf Rassendyll leaves Ruritania after he

- ☐ wants to be the new king of Ruritania.
- ☐ are very alike.
- ☐ has freed his cousin from the castle.
- ☒ attend the coronation of his cousin.
- ☐ is locked in the castle at Zenda.
- ☐ walking in a forest.

4 Discuss these questions in pairs.

- Do you know any adventure stories like *The Prisoner of Zenda*?
- What makes a successful adventure story?

coronation

a ceremony in which somebody officially becomes a king or queen

legally or morally allowed to do something

the right to do somethingoccasion

an important event or ceremony

wealthy

rich; having a lot of money, land or valuable possessions, especially when you or your family have owned them for a long time.

2 Read the summary of *The Prisoner of Zenda* quickly and find out what or who these are.

- Before the students start reading, ask them what they think the text is about.

Lesson 3 UNIT 2

1 Write the word that matches the meaning.



- a a ceremony when someone becomes the new king or queen coronation
- b almost exactly the same
- c having a lot of money
- d an important ceremony
- e go to a meeting, school, etc
- f having this means you are morally allowed to do something
- g a large strong building to protect people from attack

2 Complete these sentences with words from Exercise 1.

- a Although everyone in my family works very hard, we are not a wealthy family.
- b In Britain, children primary school between the ages of 5 and 11.
- c The of Queen Elizabeth II took place in 1952. It was a fantastic : millions of people went to London to watch.
- d Nobody has the to steal things from other people.
- e Some twins are more than others.
- f s were usually made from stone to stop attackers from breaking in.

3 Complete these sentences with your own ideas.

- a The last important occasion I went to was
- b Everyone has the right to
- c If I were wealthy, I would
- d I once saw a castle

7

3 Read the story again and match to make correct sentences.

- 1 Tell the students to read the story again.
- 2 Now ask them to look at the phrases in the two columns and to match them to make good sentences.
- 3 Put the students into pairs and tell them to compare their answers.
- 4 Now go through the answers with the whole class.

Answers: _____
a 4 (given) b 6 c 2 d 1 e 5 f 3

4 Discuss these questions in pairs.

- 1 Put the students into pairs.
- 2 Ask them to read through the two questions.
- 3 Tell them to discuss their answers.
- 4 Now ask some of the students to explain their answers to the whole class.

Suggested answer: _____
a Students' own answers
b Lots of action, larger-than-life characters, unexpected events, suspense, etc.

- 2 Tell them to look at the picture next to the text. Ask what they can see and how they think the picture is related to the text.
- 3 Ask the students to read the text, then answer the questions.
- 4 Go through the answers with the class.

Answers: _____
a A wealthy Englishman (given)
b Rudolf Rassendyll's cousin and the future king of Ruritania
c The town where Elphberg is locked in the castle
d Rudolf Elphberg's brother who wants to be the new king



WORKBOOK

page 7

1 Write the word that matches the meaning.

- 1 Tell the students to read through the definitions very carefully.
- 2 Ask them to decide on the word that best matches each definition.
- 3 Put the students into pairs and tell them to compare their answers.
- 4 Now go through the answers with the whole class.

Answers:

- a coronation (given) b alike
 c wealthy d occasion
 e attend f right
 g castle

2 Complete these sentences with words from Exercise 1.

- 1 Tell the students to read through the sentences.
- 2 Explain that they must use a word from Exercise 1 to complete each sentence.
- 3 When the students have completed the exercise, go through the answers with the whole class.

Answers:

- a wealthy (given) b attend
 c coronation, occasion d right
 e alike f castle

3 Complete these sentences with your own ideas.

- 1 Tell the students to read each sentence beginning.
- 2 Ask them to complete each sentence with their own idea.
- 3 Now put the students into groups. Tell them to read out their completed sentences to their group.
- 4 Ask students who wrote interesting sentences to read them out to the class.

Students' own answers

Critical thinking

UNIT 2

1 Answer the following questions.

- a What is Ruritania? *It is a fictional country in central Europe.*
- b Why is Rudolph locked in the castle?
- c How much do the people of the country know about this story?
- d What do you think the two Rudolfs do when they see each other for the first time?
- e Why do you think Michael does not have the right to be the next king?
- f How do you think Rudolf Rassendyll feels when he returns to England?

However, on the night before the great **occasion**, Rudolf Elphberg is kidnapped by his younger brother Michael and locked in the **castle** in the town of Zenda. Although Michael does not have **the right** to be the next king of the country, he is popular with some of the people of Ruritania. He wants to stop the coronation so that he can become the next king himself.

Rudolf Rassendyll solves the problem by taking his cousin's place. Because the two men look so **alike**, nobody realises what is happening and the coronation takes place as planned. While Rudolf Elphberg remains in the castle, Rudolf Rassendyll lives the life of the king and spends time with his cousin's friends. At the same time, he realises that he cannot remain the king of Ruritania for ever. He decides to rescue Rudolf Elphberg.



The story ends happily for Elphberg when he finally becomes the new king. Michael dies. Rassendyll says goodbye to his friends and leaves the country. The people of Ruritania never find out what has really happened.

2 Read this quotation from the story and answer the questions.

- a What kind of a person do you think Michael is?
- b Why do some people want to become kings or leaders of their country?
- c What makes some leaders more popular than others?

On the night before the great occasion, Rudolf Elphberg is kidnapped by his younger brother Michael and locked in the castle in the town of Zenda. Although Michael does not have the right to be the next king of the country, he is popular with some of the people of Ruritania. He wants to stop the coronation so that he can become the next king himself.

3 Discuss these questions in pairs.

- a Would you like to be a leader? Why?/Why not?
- b Modern leaders take advice from many people. What sort of people should give this advice?

9

LESSON 4

SB page 9

Critical thinking**1 Answer the following questions.**

- 1 The students must answer a number of questions about the reading passage.
- 2 Tell them to reread the text.
- 3 Now tell the students to read through the questions and think about the answers.
- 4 Then ask them to write their answers down.

- 5 Put the students into pairs to compare their answers.
- 6 Finally, go through the answers with the whole class.

Answers: _____

- a It is a fictional country in central Europe. (given)
- b His brother Michael wants to prevent his coronation because he wants to be the new king.
- c They know nothing of it. They don't realise that the Englishman replaced his cousin at the coronation.

Suggested answers:

- d They greet each other warmly./They laugh when they see they are so alike./They look at each other in astonishment.
- e He is the younger brother; usually the older brother becomes king.
- f He is probably happy to be home, but sad to leave his friends and the life he had as king.

2 Read this quotation from the story and answer the questions.

- 1 Ask the students to read the quotation.
- 2 Now tell them to read the questions.
- 3 Put them in pairs and tell them to discuss the questions together.
- 4 Now go through the answers with the class.

Suggested answers: _____

- a He is popular but also cruel. He is ambitious.
- b They want to help the people and the country./ Because they want to have power.
- c They speak well./They are like the people themselves./They do a lot of good.

3 Discuss these questions in pairs.

- 1 Tell the students they are going to talk about being a leader. Ask them what a leader is and them what qualities they think a leader should have. Write their ideas on the board.
- 2 Ask the students to read the two questions.
- 3 Now put them into pairs and tell them to discuss the answers.
- 4 Finally, go through the answers with the whole class.

Answers: _____

- a Students' own answers
- b People who are experts in their field, for example experts in tourism, business, finance, etc.

LESSON 5

SB page 10

WB page 8

Communication

1 Listen and complete with words or phrases which show surprise or interest.

1 Tell the students to focus on the picture on the right-hand side. Ask what the students can tell you about it. Ask if they know what/who it is (*the mask of Tutankhamun*). Write their ideas on the board.

2 Now play the tape.

3 Put the students into pairs and ask them to talk about what they heard.

4 Play the tape again.

5 Tell the students to look at the first sentence and the example answer. Explain how *Did he?* can show surprise. Ask the students to complete the remaining sentences. Tell them to show surprise or interest in their answers.

6 Now go through the answers with the class. There may be several answers to each sentence.

Answers: _____

- a Did he? (given)
- b Really?
- c Is that right?
- d How interesting!

TAPESCRIPT

Girl 1: Tutankhamun became Pharaoh when he was only nine years old.

Girl 2: Did he?

Girl 1: Yes, and he married soon after that.

Girl 2: Really?

Girl 1: He was only about nineteen years old when he died.

Girl 2: Is that right?

Girl 1: Yes, people believe he died after he fell off his horse.

Girl 2: How interesting!

2

1 Listen and complete with words or phrases which show surprise or interest.

Tutankhamun became Pharaoh when he was only nine years old.

a *Did he?*

Yes, and he married soon after that.

b _____

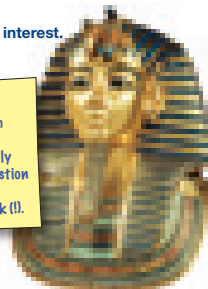
He was only about 19 years old when he died.

c _____

Yes, people believe he died after he fell off his horse.

d _____

DON'T FORGET
Expressions which show surprise or interest are usually followed by a question mark (?) or an exclamation mark (!).



2 Work in small groups.

These four people would all like to be the leader of a group you belong to.

<p>Man 1</p> <ul style="list-style-type: none"> • 19 years old • University student of English • Lives in your area • Went to your school 	<p>Man 2</p> <ul style="list-style-type: none"> • 23 years old • In his first year of a teaching job • Lives 20 km from your town • Is a good friend of your family 	<p>Woman 1</p> <ul style="list-style-type: none"> • 25 years old • A hospital doctor • Lives in your city • Makes regular visits to your area 	<p>Woman 2</p> <ul style="list-style-type: none"> • 27 years old • A lawyer • Your neighbour • Makes friends easily
--	--	--	--

a Decide what kind of group you could belong to, e.g. a sports club or a reading group.

b Read about the four people who would like to be your leader.

c Each member of your group should choose a leader and explain his or her reasons to the rest of the group.

d Choose your leader. Most people in the group must agree.

3 Give a talk to the class.

a Groups take turns to tell the rest of the class about their choice of leader.

b When you are listening to another group, use the expressions of surprise and interest below.

Really! Is that right? How interesting!
Is he? Was she? Does she? Did he? etc.



10

2 Work in small groups.

1 Start by asking the students what qualities make a good leader. Write their ideas on the board.

2 Now put the students into groups.

3 Explain that they must choose a leader for their group from the four candidates in the book. First they need to decide what kind of group they are (for example, a sports club, a reading club, a computer club, a climbing club, etc.).

4 Now tell each member to explain to the rest of the group who they have chosen and why. Tell

2 Lesson 5

1 Respond to each of the following situations.

- Your friend has joined a reading group. You want to know the number of people in the group.
How many people are in your reading group?.....
- Someone tells you that Anthony Hope wrote *The Prisoner of Zenda* in three months. You are very surprised by this.
.....
- You are told that Anthony Hope paid for the publication of his first novel himself. Express how you feel about this.
.....
- Someone tells you that Anthony Hope wrote more than 30 works of fiction altogether. You are interested but not surprised by this.
.....

2 Make notes for a letter explaining your choice for a leader.

Dear...

Paragraph 1 (Describe the group of people you chose your leader for in the Student's Book.)

Paragraph 2 (Explain the main reasons for your choice of leader.)

Paragraph 3 (Explain why you did not choose the other people.)

Paragraph 4 (End by saying what you hope your leader will do for your group.)

Yours,...

3 Write your letter in 125–150 words.

- Write your first draft quickly. Follow the notes you made in your plan.
- Read what you have written very carefully. Look for grammar and spelling mistakes. Check the correct spelling in your *Active Study Dictionary*.
- Correct the mistakes, then write the final letter. Start and end the letter in the normal way.

the members of the group to try to convince the rest of the group about their choice.

- Each group must decide on one leader.

3 Give a talk to the class.

- Tell each group to choose one student to stand up and explain which person they chose as the leader.
- Read through the expressions in the box and encourage the class to use them when they listen to a presenter.
- Tell the class to choose the best presentation.

WORKBOOK page 8

1 Respond to each of the following situations.

- Tell the students to read about each situation carefully.
- Explain that they need to respond to each situation by writing a sentence.
- Put the students into pairs and tell them to read out their responses.
- Now go through some of the possible answers. There is no one correct answer.

Suggested answers: _____

- How many people are in your reading group? (given)
- Really? I didn't know that.
- That's interesting.
- Is that right?

2 Make notes for a letter explaining your choice for a leader.

- Tell the students they are going to write a letter about their choice of group leader.
- Tell them to look at the basic plan and make notes.
- Put the students into pairs to compare their plans.

3 Write your letter in 125-150 words.

- Tell the students to use their notes to write their letters.
- After they have written their letters, they should check any difficult spellings in their *Active Study Dictionary*.
- Help the students to correct any mistakes and then tell them to rewrite the letter.
- Now put the students into groups. Ask them to pass the letters around so that all the students read all the letters in one group.
- Tell them to choose the best letter from each group.
- Ask the students with the best letter from each group to read their letter to the class.

Assessment

Listening Task

Target element: revise the listening exercise and complete key phrases

On the board, write the gapped sentences from below. Tell the students that you are going to play the listening about Anthony Hope from Student's Book Unit 2 Lesson 1. Tell them to complete the sentences.

- 1 Was he like his _____?
- 2 He was interested in politics and was a good _____ in university debates.
- 3 I think it was so popular because it is not about everyday lives. People like _____.
- 4 Thank you, Professor Lyons. That was most _____.

Answers:

- 1 *heroes*
- 2 *speaker*
- 3 *escapism*
- 4 *interesting*

Speaking Task

Target element: practise and use some of the key vocabulary and grammar from the unit

Tell the students to think of one friend they have who is a good leader. Tell them to make some notes about this friend. Now tell them to prepare to talk about their friend and say why they are a good leader. Put the students into groups and tell each student to talk about their friend to their group. When everyone has spoken, the group decides which person would make the best leader.

Reading Task

Target element: revise the main text from the unit

Tell the students to read the first part of the text 'The Prisoner of Zenda' on Student's Book page 8. On the board, write the questions from below. Put the students into pairs and ask them to discuss the questions. Finally, go through the answers with the class.

- 1 When does the story take place?
- 2 Who was wealthy?
- 3 Where is Ruritania?
- 4 Who is going to become the king?
- 5 Where do the two men meet?

Answers:

- 1 *In the nineteenth century.*
- 2 *Rudolf Rassendyll.*
- 3 *In central Europe.*
- 4 *Rudolf Elphberg.*
- 5 *In the forest.*

Writing Task

Target element: revise and use the vocabulary from the unit

Ask the students what qualities the leader of a country needs. Write their ideas on the board. Now tell the students to write a paragraph about the qualities that make a good leader of a country. Ask some students to read out their paragraphs.

UNIT 3

ENERGY

SB pages 11-15

WB pages 9-12

UNIT 3 Energy

Listening

1 Discuss these questions in pairs.

a Which pictures show energy being produced from the following?

- 1 ☒ coal 3 ☐ sun 5 ☐ geothermal energy
2 ☐ oil 4 ☐ wind

b Which of the types of fuel is renewable (can be used again)? Which is non-renewable (can be used only once)?

2 Check the meaning of these words in your Active Study Dictionary.

liquid molten nuclear pipe (v)
power station pressure

3 Listen to a radio interview about geothermal energy and answer these questions.

- a What do the "geo" and "thermal" mean in the word *geothermal*?
b How does the hot water reach the earth's surface?
c How does the hot water reach the power station?

4 Listen again and complete these sentences.

- a Geothermal energy is produced by hot rocks *below* the earth's surface.
b These rocks are hot and in form because of the great pressure.
c We get hot when water comes through a hole in the earth's surface.
d On the earth's surface, the hot water is heated again and then piped to
e Steam drives the which produce electricity.

5 Why do you think geothermal energy is better for the environment than that produced by traditional power stations?

6 The sounds of English

a Complete the table with words that have the same stress.

become beginning connected correct nuclear pressure surface underground	'liquid <i>surface</i>	a'larm	'energy	al'ready
--	------------------------------------	-----------------	------------------	-------------------

b Listen, check your answers and repeat the words with the correct stress.

Objectives

Grammar Present simple: active and passive

Listening Listen for gist and for specific information

Reading Read for gist

Critical thinking Understand the importance of energy

Functions Ask questions

Writing A report

Objectives

Grammar

Present simple: active and passive

Listening

Listen for gist and for specific information

Reading

Read for gist

Critical thinking

Understand the importance of energy

Function

Ask questions

Writing

A report

LESSON 1

SB page 11

WB page 9

Before using the book:

- We need more energy than ever before. Put the students into groups and tell them to make lists of all the things that need electricity to work.
- Ask some of the students to read out their lists to the class.
- Repeat the activity but, this time, ask the students to think of things that are powered by oil or oil products.

Listening

1 Discuss these questions in pairs.

- 1 Tell the students to look at the five pictures and ask what they can see in each (*a = an oil rig, b = a coal-fired furnace, c = a geothermal plant, d = solar panels at a power station, e = wind turbines*).
- 2 Now tell the students to look at the list in the book and ask them to name which type of energy is being produced in each picture.
- 3 Tell them to write their answers in the boxes.
- 4 Go through the answers with the class.
- 5 Now ask the students to think about the different sources of energy. Ask them which ones are renewable and which ones are non-renewable.
- 6 Discuss the answers with the class.

Answers:

- a 1 b (given) 2 a 3 d 4 e 5 c
b Sun, wind and geothermal energy are renewable; coal and oil are non-renewable.

2 Check the meaning of these words in your *Active Study Dictionary*.

- 1 Write the words from the box on the board.
- 2 Say each word and invite different students to come up to the board to underline the stressed syllable in each word.
- 3 Now tell the students to look up the words in their *Active Study Dictionary*.

Answers:

<i>liquid</i>	a substance such as water which flows, and is not solid or a gas
<i>molten</i>	molten metal or rock is liquid because it is extremely hot
<i>nuclear</i>	using the energy that is produced when an atom is split or joined to another atom
<i>pipe (v.)</i>	to send a liquid or gas through a pipe to another place
<i>power station</i>	a building where electricity is made
<i>pressure</i>	the force that a liquid or gas has when it is inside a container or place; the force produced when pressing against something

3 Listen to a radio interview about geothermal energy and answer these questions.

- 1 Ask the students if they know what geothermal energy is. (*It is energy extracted from heat within the earth. It can be used to turn turbines to make electricity, or used directly to heat spaces.*)
- 2 Explain that they are going to listen to a radio interview about geothermal energy.
- 3 Before they listen, tell them to read through the three questions.
- 4 Now play the interview on the cassette. You may want to play it a second time.
- 5 Put the students into pairs and ask them to discuss the three questions.
- 6 Now discuss the answers with the whole class.

Answers:

- a geo = earth, thermal = heat
b It comes up naturally where there is a hole in the earth's surface, or it is pumped up to the surface.
c It is piped.

TAPESCRIPT

Interviewer: Doctor Zaki, I've heard that we get energy from rocks under the earth. Could you explain how for our listeners?

Dr Zaki: Yes, of course. We get energy from the heat inside the earth. This is known as geothermal energy. "Geo" means earth and "thermal" means heat.

Interviewer: But rocks are cold, aren't they?

Dr Zaki: Not all rocks are cold. Below the surface of the earth, the pressure is so great that rocks are in a very hot, liquid form. We say that these rocks are molten.

Interviewer: I see.

Dr Zaki: The molten rock heats underground lakes of water. Sometimes, steam is produced like this. When the hot water comes up through a hole in the earth's surface, that's when we get hot springs.

Interviewer: Is this like the hot water that comes up in the Siwa Oasis?

Dr Zaki: That's right.
Interviewer: That's very interesting. But I don't understand how we can use energy from these molten rocks.
Dr Zaki: Well, using today's technology, we drill deep below the earth's surface into the underground lakes of hot water. This water is then pumped to the surface and is heated again to make steam. The steam is then piped to a power station where it is connected to machines which produce electricity.
Interviewer: That's incredible. So we do this already?
Dr Zaki: Yes. There are geothermal power stations that produce as much energy as two large coal power stations.
Interviewer: Well, doctor, thank you for talking to us about this very interesting subject.
Dr Zaki: It's been a pleasure.

4 Listen again and complete these sentences.

- 1 Ask the students to read through the sentences.
- 2 Explain that you are going to play the interview again and the students must complete the sentences.
- 3 You may need to play the tape twice.
- 4 Now go through the answers with the class.

Answers: _____

- a below (given) b molten
 c springs d a power station
 e machines

5 Why do you think geothermal energy is better for the environment than that produced by traditional power stations?

- 1 Ask the students what they think of geothermal energy. Ask them what advantages it has got and why it is better for the environment than energy produced by traditional power stations.
- 2 Discuss the questions with the class.

Suggested answer: _____

Geothermal energy does less damage than energy from traditional power stations because the water used is already heated and it does not create pollution.

6 The sounds of English

- 1 Remind the students that words with more than one syllable have a stress on one of the syllables. For example, liquid, alarm, energy, already.
- 2 Read the information in the yellow *Don't forget* box with the class. Make sure they understand how to write stress marks in words, with the stress mark before the stressed syllable.
- 3 In this exercise, there are four boxes with one word in each box. Say the words and ask the students to repeat them. Practise with further examples on the board if necessary.
- 4 Now explain that the students must write the words from the green box in the correct column on the right, so that the words in each column have the stress in the same place.
- 5 Play the tape and tell the students to check their answers.
- 6 Play the tape again and ask them to repeat the words.

Answers: _____

'liquid	a'larm	'energy	al'ready
'surface (given)	be'come	'nuclear	be'ginning
'pressure	cor'rect	'underground	con'ected

T A P E S C R I P T

Voice: liquid, liquid
surface, surface
pressure, pressure

alarm, alarm
become, become
correct, correct

energy, energy
nuclear, nuclear
underground, underground

already, already
beginning, beginning
connected, connected

**1 Complete the table.**

- The students must put the words from the blue box into the correct category in the table below.
- Make sure the students understand what each of the four categories means.
- Put the students into pairs and ask them to compare their answers.
- Now go through the answers with the whole class.

Answers:

hard	liquid	renewable energy	non-renewable energy
coal metal rock wood	juice milk oil rain	geothermal sun waves wind	gas (given) nuclear oil coal

2 Find the words in the puzzle to match the definitions.

- Tell the students to start by reading the gapped sentences.
- Explain that they must look for the missing words in the box, and they might find the words vertically or horizontally.
- Tell them to find each word, circle it and then use it to complete one of the sentences.
- Go through the answers with the whole class.

Answers:

- a liquid (given) b pipe c power
d pressure 2 e coal
f nuclear 02 g molten

U	L	I	Q	U	I	D	N	H	T	H
P	P	G	W	A	R	P	U	S	V	P
Q	I	F	E	W	X	A	C	U	M	R
H	P	F	W	C	B	U	L	M	E	E
S	E	I	L	B	Z	U	E	O	A	S
Y	C	O	A	L	Z	V	A	L	E	S
E	C	G	T	N	I	M	R	T	O	U
G	Y	J	O	P	O	W	N	E	O	R
U	P	N	P	O	W	E	R	N	E	E

UNIT 3 Energy

1 Complete the table.

coal	gas	geothermal	juice
metal	milk	nuclear	oil
rock	sun	rain	waves
wind	wood	oil	coal



hard	liquid	renewable energy	non-renewable energy
coal	juice	geothermal	gas

2 Find the words in the puzzle to match the definitions.

- Water is the liquid form of ice.
- You send a liquid or gas through a pipe to move it to another place.
- Electricity is produced in a power station.
- Pressure is the force produced when two things push against each other.
- Coal is a black fossil fuel from underground.
- When atoms are split, nuclear energy is produced.
- If you make rock or metal very hot, it becomes molten.

U	L	I	Q	U	I	D	N	H	T	H
P	P	G	W	A	R	P	U	S	V	P
Q	I	F	E	W	X	A	C	U	M	R
H	P	F	W	C	B	U	L	M	E	E
S	E	I	L	B	Z	U	E	O	A	S
Y	C	O	A	L	Z	V	A	L	E	S
E	C	G	T	N	I	M	R	T	O	U
G	Y	J	O	P	O	W	N	E	O	R
U	P	N	P	O	W	E	R	N	E	E

3 Match words that have the stress on the same syllable.

a industry	weightless	professor	occasion
b together	discuss	company	attend
c impressed	prediction	meeting	Saturday
d wealthy	dangerous	alike	airport

3 Match words that have the stress on the same syllable.

- Remind the students of how words with more than one syllable have stress on one of the syllables.
- Read the example: industry, dangerous, company, Saturday.
- Now tell the students to join the words from together at b to the word in each of the other columns that has the same stress pattern.
- Put the students into pairs to compare their answers.

3

Language focus

Present simple: active and passive

Grammar rev p123

1 Study these sentences from the listening text, then do the following.

- 1 We get energy from rocks under the earth.
- 2 Sometimes steam is produced like this.
- 3 Hot water comes up through a hole in the earth's surface.
- 4 We drill deep below the earth's surface into the underground lakes.
- 5 Water is then pumped to the surface and is heated again to make steam.
- 6 The steam is then piped to a power station, where it is connected to machines which produce electricity.



- a Underline the active verbs and circle the passive verbs.
- b How do we form passive verbs?
- c Why do we use passive verbs? Compare these two sentences.
 - Water **is pumped** to the surface and heated again.
 - People **pump** water to the surface and heat it again.
- d Look at this active sentence. Why can't it be made into a passive sentence?
Hot water comes up through the earth's surface.
- e Use your *Active Study Dictionary* to find three other verbs like *come up*, that are intransitive (do not have an object).

DON'T FORGET
Your dictionary shows you whether verbs are **transitive** or **intransitive**.

2 Complete this paragraph by choosing the present simple passive form of the correct verb.

burn grow produce put turn use

In many parts of the world, wood (a) is burnt to heat people's homes and for cooking. This has happened for thousands of years. But now plants and trees (b) in other ways. For example, in some places, sugar cane (c) and used to make fuel for cars and other vehicles. In other places, vegetable oil (d) from palm trees, corn and some types of beans. This oil (e) straight into vehicles or (f) into diesel.



3 Discuss these questions in pairs.

- a What other forms of renewable energy do you know?
- b What types of energy are used most in Egypt today?
- c What types of energy do you think will be used in the future?

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LESSON 2

SB page 12 WB page 10

Language focus

Present simple: active and passive

1 Study these sentences from the listening text, then do the following.

- 1 Tell the students to read the through the sentences in the box.
- 2 Help them with any vocabulary they find difficult.
- 3 Ask the students to focus on parts a to e below the box and to follow the instructions. For part e, explain to the students that they can find intransitive verbs in the *Active Study Dictionary* by looking for verbs followed by [I].
- 4 Put the students into pairs to compare their answers.

Answers:

- a 1 get
- 2 is produced
- 3 comes up
- 4 drill
- 5 is pumped is heated to make
- 6 is piped is connected produce
- b We form passive verbs by using the verb *be* and the past participle form of the main verb.

5 Now go through the answers with the whole class.

Answers:

- | | | | |
|--------------------|-------------------|----------------|-----------------|
| a <u>industry</u> | weightless | professor | occasion |
| b <u>together</u> | discuss | <u>company</u> | attend |
| c <u>impressed</u> | <u>prediction</u> | meeting | <u>Saturday</u> |
| d <u>wealthy</u> | <u>dangerous</u> | alike | airport |

- c The main reason for using the passive is to emphasise a particular word or idea – often the main subject of the sentence. In the example sentence *Water is pumped to the surface and heated again*, water is the main focus of attention. In the example sentence *People pump water to the surface and heat it again*, people is the main focus, but the sentence is really about water, not the people who pump it. Other reasons include:
 - it is not important who does the action

- it is obvious who does the action so we don't need to name the person/people
 - we don't know exactly who does the action
- d Active sentences with intransitive verbs (that do not have an object) cannot be made into the passive. In the example sentence, the verb *comes up* is intransitive: it has no object.
- e For example: *camp, lie, limp, roar*
Many verbs have both transitive and intransitive uses.

2 Complete this paragraph by choosing the present simple passive form of the correct verb.

- 1 Tell the students to read the gapped text first.
- 2 Ask them what the text is about and how it is related to the picture on the right (*the picture is a humorous illustration/cartoon about bio fuels – showing that plants are used to make fuel for cars*).
- 3 Explain that the students must use the words in the coloured box to complete the text. Remind them that the sentences must be passive.
- 4 Make sure the students understand what a passive verb is. Remind them that they need the verb *be* before the participle.
- 5 Go through the answers with the whole class.

Answers:

- a is burnt (given)
- b are used
- c is grown
- d is produced
- e is put
- f (is) turned

3 Discuss these questions in pairs.

- 1 Put the students into groups.
- 2 Ask them to think of all the different forms of energy they can remember. Write their ideas on the board.
- 3 Tell them to read the three questions and discuss the answers in their groups.
- 4 Ask the groups to share their answers with the whole class.

Answers:

- a hydroelectric, solar, wave, wind, geothermal energy, bio-fuels (oil or alcohol made from plants)
- b hydroelectric, oil/petrol, natural gas (used in homes and to generate electricity); a small amount of electricity comes from wind turbines
- c students' own answers

UNIT 3 Lesson 2

1 Complete these sentences with the correct form of the verbs in brackets.

- a In many countries, the wind is used (use) to generate electricity.
 b Scientists (want) to find more forms of renewable energy.
 c Huge amounts of energy (produce) in nuclear power stations.
 d Holes (drill) into the earth to find hot water.
 e In some cities, rubbish (burn) to produce electricity.

2 Use the verbs in brackets to answer these questions with a passive and an active sentence.

- a How do we get water from under the ground to the surface? (pump)
We pump it to the surface. / It is pumped to the surface.
 b How do we turn the hot underground water into steam? (heat)

 c What happens to the steam made from the hot water? (pipe)

 d What happens to the water in power stations? (produce)

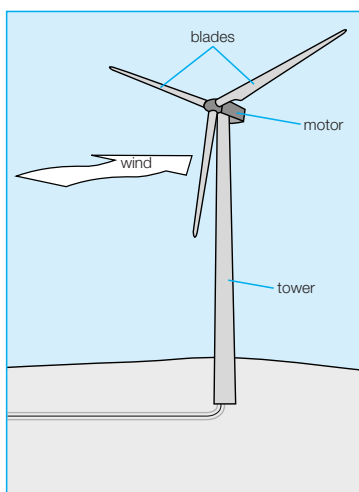
3 Describe how we make electricity from wind turbines. Use active or passive sentences.

- a tower/built/open place
A tall tower is built in an open place.
 b blades/put/tower

 c wind/drive/blades

 d motor/produce/electricity

 e electricity/sent/people's homes



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Answers:

- a is used (given) b want
 c are produced d are drilled
 e is burnt

2 Use the verbs in brackets to answer these questions with a passive and an active sentence.

- 1 Explain to the students that they must answer the questions with both a passive and an active example.
- 2 Look at the example in sentence *a* with the class. Tell the students to read the other questions and give both passive and active answers to each in the same way.
- 3 Put the students into pairs to compare their answers.
- 4 Go through the answers with the whole class – note: there is no precise answer to this exercise.

Suggested answers:

- a We pump it to the surface./It is pumped to the surface. (given)
 b We heat it to turn it into steam./It is heated to turn it into steam.
 c We pipe the steam to a power station./The steam is piped to a power station.
 d We produce electricity from the water in power stations./Electricity is produced from the water in power stations.



WORKBOOK

page 10

1 Complete these sentences with the correct form of the verbs in brackets.

- 1 Ask the students to read through the gapped sentences.
- 2 Tell them to use the correct form of the words in brackets to complete the sentences, as in the given example. Warn the students that not all the verbs need to be in the passive form.
- 3 Go through the answers with the class.

3 Describe how we make electricity from wind turbines. Use active or passive sentences.

- 1 Ask the students what they can see in the picture. Talk about what the wind turbine does and how it works.
- 2 Explain that the students must describe how a wind turbine works, using the word prompts given to help them. The first example has been done for them.
- 3 Put the students into pairs to compare their answers.
- 4 Now go through the answers with the whole class.

Suggested answers:

- A tall tower is built in an open place.
(given)
- Blades are put on the tower.
- The wind drives the blades./The blades are driven by the wind.
- The motor produces electricity./Electricity is produced by the motor.
- The electricity is sent to people's homes./ Wires send the electricity to people's homes.

LESSON 3

SB page 13 WB page 11

Reading**1 Check the meanings of these words in your *Active Study Dictionary*.**

- Ask the students to look at the words in the box.
- Tell them you are going to read them out, and ask them to mark the stress on each word by underlining the part of the word that has the stress.
- Now tell the students to look up the words in their *Active Study Dictionary*. At all times, remind students that if the exact word does not appear in their dictionaries, they should break the word down into individual words and look each one up separately for the definition, for example *fossil fuel*.

Answers:

<u>atom</u>	the smallest part that a substance can be divided into
<u>fossil (fuel)</u>	fuel made from animals or plants that lived millions of years ago
<u>generate</u>	to produce electricity, power, heat, etc.
<u>hydroelectric</u>	using water power to produce electricity
<u>waste</u>	materials that are left after you have

Reading

UNIT 3

1 Check the meanings of these words in your *Active Study Dictionary*.

atom fossil (fuel) generate
hydroelectric waste (n) wind turbine

2 Read the article quickly and answer these questions.

- Which forms of energy are discussed in the article?
- Which are renewable and which are non-renewable?

3 Use these words to make questions about the article. Then ask and answer the questions in pairs.

How How much ~~What~~
Where Why How many What

- What sort of fuel does most of our energy come from today?
- are fossil fuels found?
- are fossil fuels non-renewable?
- forms of energy are renewable?
- can we use wind to generate electricity?
- of Egypt's electricity is produced from hydroelectric power?
- are the problems with nuclear power?

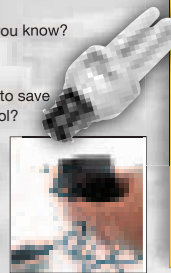
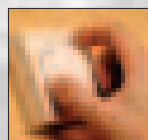
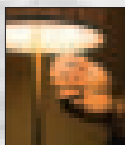
4 Read these sentences from the article and discuss the questions in pairs.

We need to reduce our use of **non-renewable** fuel.
As well as being **inexpensive** to produce, this clean energy does not pollute the environment.

- How do the prefixes *non-* and *in-* change the meaning of the words?
- What other prefixes like this do you know?

5 Discuss this question in pairs.

What simple ways can you think of to save energy around the home or at school?

**ENERGY**

Nothing can live without energy. People, animals and plants need energy to live and machines need energy to work. Today, most of the energy we use still comes from **fossil** fuels like coal, oil and gas, which have been formed underground over millions of years. We call these non-renewable forms of energy because they can only be used once. Because of this, we need to reduce our use of non-renewable fuels and use more renewable forms of energy like those from the sun, wind or geothermal energy.

For centuries, the wind has been used to sail ships and to pump water. Now it is used to produce electricity. Groups of **wind turbines** along the Red Sea in Egypt **generate** large amounts of electricity. Water is also a renewable form of energy. Huge quantities of water go through the High Dam at Aswan from Lake Nasser. This **hydroelectric** power supplies Egypt with a lot of its electricity. As well as being inexpensive to produce, this clean energy does not pollute the environment.

Other countries depend on nuclear power – power produced when **atoms** split. However, nuclear power produces dangerous **waste** which must be stored for thousands of years before it is safe. Accidents at nuclear power stations are extremely dangerous to people's health and to the environment.

Energy from the sun is probably the best form of renewable energy. Scientists believe that the sun's energy will last for another five billion years. This energy can now be captured and stored.

It is important for us to save energy in our homes and workplaces in order to stop using up non-renewable sources of energy.

13

used something, which you want to get rid of because you no longer need them a tall structure with parts that are turned by the wind, used for making electricity

wind turbine

2 Read the article quickly and answer these questions.

- Ask the students to think of all the things we can get energy from, such as sun, coal, oil, wood, wind, waves, etc.
- Tell them to read the article quickly and when they have finished, close their books. This way you will see who reads the quickest.

- 3 Now tell the students to open their books.
- 4 Put them into pairs and ask them to discuss the questions.
- 5 Go through the answers with the whole class.

Answers:

- a coal, oil, gas, sun, wind, geothermal, water (= hydroelectric), nuclear
- b Renewable: sun, wind, geothermal, water (hydroelectric); non-renewable: coal, oil, gas, nuclear

3 Use these words to make questions about the article. Then ask and answer the questions in pairs.

- 1 Tell the students to read the gapped questions related to the article.
- 2 Ask them to complete the questions using the words in the box.
- 3 Now put the students into pairs to compare their completed questions.
- 4 Go through the completed questions with the class.
- 5 Now tell the students to discuss the answers to the questions in their pairs.
- 6 Go through the answers with the class.

Answers:

- a What (given). Fossil fuels.
- b Where. Underground.
- c Why. They can only be used once.
- d How many. Four: sun, wind, water, geothermal.
- e How. It can turn wind turbines.
- f How much. A lot.
- g What. It produces dangerous waste, and accidents are extremely dangerous to the environment.

4 Read these sentences from the article and discuss the questions in pairs.

- 1 Tell the students to read the sentences in the box which have been taken from the article.
- 2 Explain what a prefix is: a part of a word that goes before a word to change the meaning of it. Example: *understand*, *misunderstand*.
- 3 Put the students into pairs and tell them to discuss the two questions below the box.

Answers:

- a They give the words the opposite meaning.
- b Students' own answers. For example: *mis-*, *un-*, *non-*, *de-* can give negative meanings.

5 Discuss this question in pairs.

- 1 Ask the students to look at the pictures and say what they can see (*top right: an energy-saving light bulb; left: someone switching off the light; middle: someone turning the thermostat down; right: someone recharging batteries*).
- 2 Tell them to work in pairs and to think of as many ways as they can to save energy and write them down in a list.
- 3 Now ask some pairs to read out their lists to the class.

Answers:

Students' own answers. For example: walk when you can, share cars where possible, use public transport where possible, reuse plastic bags, recycle paper, card, glass, plastics, etc. (It takes less energy to reuse materials than to make new materials.)

**1 Match these words with their meanings.**

- Ask the students to look carefully at the words in column one and the definitions in column two.
- Tell the students to match each word with the correct definition.
- Go through the answers with the whole class.

Answers:

- | | | | |
|---|-----------|---|---|
| a | 3 (given) | b | 5 |
| c | 6 | d | 2 |
| e | 4 | f | 1 |

2 Complete these sentences with words from Exercise 1.

- Tell the students to read through the gapped sentences.
- Explain that they must use the words from Exercise 1 to complete the sentences.
- Go through the answers with the class.

Answers:

- | | |
|---|-----------------------|
| a | hydroelectric (given) |
| b | waste |
| c | wind turbine |
| d | renewable |
| e | fossil fuel |
| f | generate |

3 Choose the correct prefixes to make words with opposite meanings.

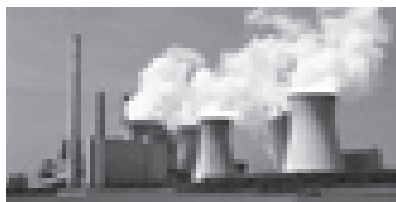
- Remind the students of what a prefix is and ask them to think of examples of prefixes.
- Tell them to use prefixes to make new words with the opposite meaning to the listed words.
- Ask the students to think of any other examples using the same prefixes. Tell them they can use their *Active Study Dictionary* to find some more examples. In the last column, other answers are possible.

1 Match these words with their meanings.

- | | |
|-----------------|---|
| a fossil fuel | 1 <input type="checkbox"/> a building with parts that turn with the wind, which is used to make power |
| b generate | 2 <input type="checkbox"/> can be replaced at the same speed it is used |
| c hydroelectric | 3 <input checked="" type="checkbox"/> fuel made from animals or plants that lived millions of years ago |
| d renewable | 4 <input type="checkbox"/> materials left after you have used something, which you do not need |
| e waste | 5 <input type="checkbox"/> make electricity |
| f wind turbine | 6 <input type="checkbox"/> using water power to produce electricity |

2 Complete these sentences with words from Exercise 1.

- Water passing through a dam produces hydroelectric power.
- Burying in the ground can damage the environment.
- Moderns are tall towers which are built where there is a lot of wind.
- Many countries are now using more forms of energy from the sun and wind.
-s like oil and gas are found under the ground.
- Power stations electricity.

**3 Choose the correct prefixes to make words with opposite meanings.**

non- in- un- dis-

- | | | |
|-------------|----------------------|--------------------|
| 1 renewable | <u>non-renewable</u> | <u>non-fiction</u> |
| 2 expensive | ..... | ..... |
| 3 agree | ..... | ..... |
| 4 happy | ..... | ..... |

Use your *Active Study Dictionary* to find more words which start with the same prefixes and write them in the table above.

Answers:

- | | | | |
|---|-----------|---------------|--------------------------|
| 1 | renewable | non-renewable | non-fiction (given) |
| 2 | expensive | inexpensive | inconvenient |
| 3 | agree | disagree | disappear/
disappoint |
| 4 | happy | unhappy | unfortunately/
unpaid |

LESSON 4

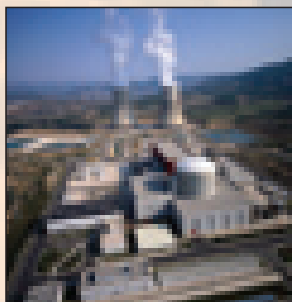
SB page 14

UNIT 3

Critical thinking

1 Answer the following questions.

- How long have fossil fuels taken to form?
They have taken millions of years to form.
- Why do we need to increase our use of renewable forms of energy?
- In what two ways is hydroelectric power a good form of energy?
- Do you think people will use more or less energy in the future? Give a reason.
- Why do you think the sun is one of the best forms of renewable energy?
- How do you think we could make greater use of the sun as a form of energy in the future?



Other countries depend on nuclear power. However, nuclear power produces dangerous waste which must be stored for thousands of years before it is safe. Accidents at nuclear power stations are extremely dangerous to people's health and to the environment.

2 Read this quotation from the article and discuss the questions.

- Which countries do you know use nuclear power?
- Why do you think some countries have nuclear power instead of using fossil fuels or renewable forms of energy?
- Why is nuclear waste a problem?
- What would happen if there was a nuclear accident?

3 Discuss these questions in pairs.

- Do you think we will ever run out of energy? Why/Why not?
- How does the price of energy affect people and countries?
- How can cooperation between countries help to solve energy problems?



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Answers:

- They have taken millions of years to form. (given)
- Because we are running out of fossil fuels/non-renewable energy.
- It is cheap to produce and it is clean and non-polluting.

Suggested:

- Probably more – there will be more people with the same expectations (or higher) as people today.
- Because it is free and will last for billions of years.
- We could harness the sun's energy using glass on our roofs/cars/buildings, etc. We could put solar panels in the desert.

2 Read this quotation from the article and discuss the questions.

- Tell the students to read the small extract from the reading passage in the box on the right.
- Ask the students what type of energy the article is talking about (*nuclear*).
- Ask them what they think is shown in the picture at the bottom of the page (*nuclear waste stored underground*).
- Now ask the students to read the questions, then discuss them with the class.
- Ask the students at the end if they think that nuclear power is a good thing or a bad thing, and why.

Critical thinking

1 Answer the following questions.

- Ask the students to look at the picture, top right, and to say what they can see (*a nuclear power station*). Ask what they think is being produced (*nuclear energy*) and how it is being produced (*by splitting atoms*).
- Tell the students to read through the questions. Help them with any vocabulary they don't know.
- Put the students into groups and tell them to discuss the answers. If they have problems they should look at the article on page 13 again.
- Now go through the answers with the class.

Suggested answers:

- For example the US, the UK, Russia, etc.
- Some countries have no fossil fuels of their own or cannot afford to import fuels from other countries. They may not have much sun/wind/water to use renewable forms of energy.
- It must be stored for thousands of years before it is safe.
- People would become very ill and the environment would be damaged for many years.

3 Discuss these questions in pairs.

- Ask the students what they know about energy now and which kinds are renewable or non-renewable.

- 2 Put them into pairs to read through the questions and then discuss their answers.
- 3 Go through the answers with the class.

Suggested answers: _____

- a Yes, because we will eventually use up all our fossil fuels. / No, there will always be energy from renewable fuels.
- b When energy is expensive, it means that everyone has to pay more for food, heating and transport. Countries that have to pay a lot for energy have less money to pay for other things such as schools and hospitals.
- c Countries need to cooperate to develop new forms of energy and to reduce harmful effects such as global warming.

LESSON 5

SB page 15 WB page 12

Communication

1 Read these newspaper headlines and discuss the questions in pairs.

- 1 Ask the students to look at the headlines. Ask them what each one means and discuss their answers with the class.
- 2 Now put the students into pairs or groups. Tell them to read through the four questions and discuss them.
- 3 Ask some of the groups or pairs to share their answers with the class.
- 4 Go through the answers with the whole class.

Suggested answers: _____

- a Yes, because it will soon be harder to find.
- b It uses a lot of energy, which comes from burning oil or coal. Also it makes the outdoors hotter.
- c We should switch off lights and things like televisions and computers when we are not using them – then we can all save money.
- d We can use cars less and walk or cycle more.

Communication

UNIT 3

1 Read these newspaper headlines and discuss the questions in pairs.

- a Do you think the price of oil will increase in the future? Why/Why not?
- b How do you think air conditioning damages the environment?
- c What should be "switched off"? Who can save money by switching off?
- d How can people "save energy and keep fit"?

Price of oil to increase by 30% in next five years

Air conditioning damages the environment

Switch off and save money

How to save energy and keep fit

2 You are going to do a survey into people's use of energy.

First, think of questions you could ask to find out the following:

- **Travel habits:** use of cars/travel to school/shops/free time and holidays, etc.
Example: *How often do you travel by car?*
- **At home:** cooking/air conditioning/heating water/lighting, etc.
Example: *What kind of energy do you use for cooking?*
- **Ways of saving energy:** switch off lights/television/air conditioning, etc.
Example: *Do you switch off lights when you are not in a room?*

3 Check your notes.

- a Read the notes you made about your partner's answers and check what you have written. You will need to use these notes later.
- b Check for spelling mistakes, using your *Active Study Dictionary* if necessary.



2 You are going to do a survey into people's use of energy. First, think of questions you could ask to find out the following.

- 1 Explain that the students are going to do a survey of people's energy usage. They will ask some of the other students in the class.
- 2 Tell them to read through the text in the box.
- 3 Ask the class to think of at least two questions they can ask about each topic in the box. They can suggest other topics, e.g., Energy at school, Recycling. Write the questions on the board.
- 4 Now put the students into pairs and tell them to ask the questions to their partner and take notes of their answers. They will use the notes later.

UNIT 3 Lesson 5

1 Respond to each of the following situations.

- You are doing a survey about energy use in your town. You would like to ask someone some questions. Explain the situation.
Hello, I'm doing a survey about energy use in our town. Could I ask you some questions, please?
- You want to know about a friend's energy-saving habits. What do you ask?
.....
- You hear someone use a word you do not understand. The word is *hydroelectric*. What do you ask?
.....
- Someone asks you how you usually travel to school every day. How do you reply?
.....

2 Use your partner's answers to make notes about the survey you did in the Student's Book.

People's use of energy

- Introduction** (Say what information you wanted to find out and why this is important.)
In my survey I wanted to find out
- Travel habits**
My partner said he/she
- At home**
In their home, my partner said he/she
- Ways of saving energy**
My partner said he/she saved energy by
- Conclusion** (Suggest one or two ways in which everyone can save energy.)
In my opinion, everyone should

3 Write your report in 125–150 words.

- Write your report using the notes you made in your plan.
- Read what you have written very carefully. Look for grammar and spelling mistakes. Check in your *Active Study Dictionary*.
- Correct the mistakes, then write the final report.

12

- Put the students into pairs to read out and compare their responses.
- Now go through some of the possible answers with the class. There is no one correct answer.

Suggested answers:

- Hello, I'm doing a survey about energy use in our town. Could I ask you some questions, please? (given)
- What do you do to save energy?/How do you save energy?
- What does 'hydroelectric' mean?/Could you explain (the word) 'hydroelectric', please?/Could you tell me what 'hydroelectric' means?
- I usually go/travel by bus (metro)./I usually walk.

2 Use your partner's answers to make notes about the survey you did in the Student's Book.

- Explain that the students must write a report using the notes they made in Exercises 2 and 3 on page 15 of the Student's Book.
- Tell them to produce a plan similar to the one in the book. Each paragraph of the report can deal with one of the topics they asked about. If they have additional topics, tell them to add their notes under each topic.
- Move around the class and help the students.

3 Check your notes.

- In the last exercise, the students asked their partner questions about their use of energy and took notes. Tell the students to check through their notes, correct any mistakes and check any difficult spellings in their *Active Study Dictionary*.

WORKBOOK page 12

1 Respond to each of the following situations.

- Tell the students to read the situations carefully.
- Explain that they need to respond to each of the situations by writing a sentence.

3 Write your report in 125–150 words.

- Tell the students to use their plans to write their reports. Move around the class and help the students.
- Tell them to read over their report and rewrite it, correcting any mistakes.
- Now put the students into groups of four or five and have them read their reports to each other. Ask each group to choose one report to read to the class.
- You could ask the groups to tabulate their survey results. Then have the class make a table of all the results on the board.

Assessment

Listening Task

Target elements: listen and revise key language and vocabulary

Write the gapped sentences below on the board. Explain that the students are going to listen to the interview from Lesson 1 again. Tell them to copy the sentences and then to listen and complete them. Go through the answers with the students after the listening. You may need to play the tape several times.

- 1 We get _____ from the heat inside the earth.
- 2 The molten rock heats _____ lakes of water.
- 3 This water is then _____ to the surface and is heated again to make steam.
- 4 There are _____ power stations that produce as much energy as two large _____ power stations.
- 5 It's been a _____.

Answers: 1 energy 2 underground
 3 pumped 4 geothermal, coal
 5 pleasure

Speaking Task

Target element: practise and use some of the key themes of the unit

On the board, write the following themes:

Goals

Use the car less

Use less electricity

Use more renewable energy

Put the students into groups of three or four. Tell them to discuss all the things they could do to achieve these three goals. Now ask one or two of the students to report back to the whole class.

Reading Task

Target element: revise the main text from the unit

Ask the students to read the last two paragraphs of the text on page 13 of the Student's Book again. Tell them to try to memorise these paragraphs about the sun. They will need to read them several times. Now tell them to close their books. On the board, write the following gapped sentences, then ask the students to complete them. Tell them to work in pairs and to try to remember the full sentences.

- 1 Energy from the sun is probably the
- 2 This energy can be captured
- 3 It is important for us to save energy in our homes and workplaces in order to stop using up

Now ask the students to open up their books and check their answers.

Answers: 1 best form of renewable energy
 2 and stored
 3 non-renewable sources of energy

Writing Task

Target elements: revise and use the vocabulary and grammar from the unit

Tell the students to write down some tips that can help us save energy. Ask them to write complete sentences.

Examples:

We can walk to school and walk to the city.

We can turn off the lights when we are not in the room.

When they have written their tips, put the students into groups and tell them to read out their tips to the rest of the group. Find out which tip is the most popular in each group and then in the class.

Review A

SB pages 16-20

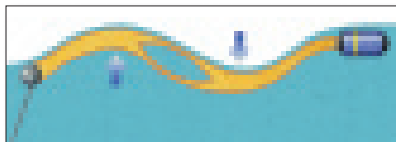
WB pages 13-16

Review A

Listening

1 Discuss these questions in pairs.

- What do you think the pictures show?
- Where do you think this is?
- Now listen and check your ideas.



2 Listen again and match to make sentences.

- The television programme was about
- The snakes are nine metres long and
- Electricity is generated by the snakes
- In the future, there may be 50 or more snakes
- The snakes are not dangerous to ships because
- The electricity which is produced by the snakes

- ☐ which go up and down as the waves move.
- ☐ will not be expensive.
- ☐ are made of rubber.
- ☐ they are under the water.
- ☒ generating energy from the sea.
- ☐ in each wave farm.

3 Discuss this question in pairs.

Look at the pictures. What other ways of generating energy from water do they show?



4 The sounds of English

- Listen and repeat the sentences you hear.
- Listen again and write the sentences.

- Let's meet at eight o'clock tomorrow.
-
-
-

- Underline stressed part of each long word in each sentence.

16

Before using the book:

Do some online research, or ask your students to, about how electricity is made from waves and tides. To learn more about the 'anaconda' sea snake shown here, type these words into your search engine: **giant rubber sea snakes generate electricity**.

To see another type of sea snake used for electricity generation, type **giant sea snake renewable electricity generation** in your search engine. Also try these phrases:

wave power: how it works

electricity generation from wave power

electricity generation from tidal power

LESSON 1

SB page 16

WB page 13

Listening

1 Discuss these questions in pairs.

- Tell the students to look at the picture.
- Put the students into pairs and ask them to discuss the first two questions.
- Now play the tape and tell the students to check their answers.
- Go through the answers with the whole class.

Answers:

- They show a machine used to generate electricity from wave power.
- It is in the sea.

TAPESCRIPT

Ahmed: Hi, Omar.

Omar: Hello, Ahmed.

Ahmed: Did you see that television programme last night about energy from the sea?

Omar: No, I didn't. I had too much homework. Was it interesting?

Ahmed: Yes, it was really interesting. It showed how electricity can be generated by waves.

Omar: That sounds like a good idea. How do they do it?

Ahmed: They use snakes.

Omar: Snakes?

Ahmed: Not real snakes! Snakes made of rubber.

Omar: Really? How do they work?

Ahmed: Well, the snakes are nine metres long. One end's attached to the sea bed. As the waves move, the snake goes up and down and this generates electricity.

Omar: Nine metres! That's very long, isn't it?

- Ahmed: Yes, but in future, they'll probably be two hundred metres long.
- Omar: That's amazing!
- Ahmed: They're going to make wave farms with fifty or more snakes in one place.
- Omar: Really? Isn't it dangerous for ships to have so many of these things in the sea?
- Ahmed: Yes, the snakes are just under the surface, so ships shouldn't be permitted near the farms.
- Omar: Are they expensive to produce?
- Ahmed: Not really – the snakes themselves are very simple. There are hardly any moving parts, so nothing much can go wrong. And they produce cheap electricity.
- Omar: That's good, isn't it? There will always be waves, so it means in the future we'll never run out of energy.

2 Listen again and match to make sentences.

- 1 Tell the students to read through the sentences in the boxes.
- 2 Explain that you are going to play the tape again and the students must make sentences using words from the two boxes for each sentence.
- 3 You may need to play the tape more than once.
- 4 Go through the answers with the whole class.

Answers:

a 5 (given) b 3 c 1 d 6 e 4 f 2

3 Discuss this question in pairs.

- 1 Tell the students to look at the two photographs and say what they can see (*a: an estuary barrier producing tidal power; b: hydroelectric power production at the Aswan High Dam*).
- 2 Discuss their ideas with the whole class.
- 3 Read the question with the class, then put the pupils into pairs to discuss it.
- 4 Ask pairs to share their answers and discuss with the whole class.

Answers:

An estuary is the part of the wide lower course of a river where its current is met by the tides, or an inlet of the sea where it meets the mouth of a river. Barriers like the one shown use the power of the tides to turn turbines to

generate electricity.

Dams hold back water, which is then released to turn turbines to generate electricity. Hydroelectric power plants can also be built without dams to reduce environmental impact.

Other types of devices can be used to generate electricity by waves or tides. These include special buoys and turbines similar in shape to wind turbines placed on a riverbed or seabed.

4 The sounds of English

- 1 Ask the students to listen carefully when you play the tape and explain that they must repeat the sentences they hear.
- 2 Play the tape all the way through first, then play it again sentence by sentence, asking the students to repeat each one.
- 3 Now play the tape again and, this time, tell the students to write the sentences down.
- 4 Go through the answers to make sure they have written the sentences correctly. Write the answers on the board.
- 5 Now tell them to underline the stress on the long word in each sentence.
- 6 Go through the answers by underlining the stress on the long word in each sentence on the board.

Answers:

- 1 Let's meet at eight o'clock tomorrow. (given)
- 2 There are many ways to make electricity.
- 3 I have an interview for a job next week.
- 4 Can you tell me how energy is made from wind?

T A P E S C R I P T

- Narrator: One.
- Boy: Let's meet at eight o'clock tomorrow.
- Narrator: Two.
- Woman: There are many ways to make electricity.
- Narrator: Three.
- Man: I have an interview for a job next week.
- Narrator: Four.
- Girl: Can you tell me how energy is made from wind?

UNIT **A** Review

1 Mention the place and the speakers in each of the following two mini-dialogues.

- a** **A** Good morning. Can I help you?
B Yes, it's my father's birthday soon. I'd like to buy him a book about space travel.
- A** These two are very popular. This one is ten pounds and this is five pounds.
B Could I have the one that's five pounds, please?
- b** **A** Can you turn the television on for me, please, Ali?
B OK, Mum. What's on?
A The Olympic Games. It's gymnastics this afternoon.
B Really? I'd like to watch that, too.

Place:
 Speaker A:
 Speaker B:

Place:
 Speaker A:
 Speaker B:

2 Choose the correct answer from a, b, c or d.

- Millions of people watched the rocket on TV.
a start **b** launch **c** set off **d** beginning
- The medicine I'm taking is wonderful. It has no side
a results **b** damage **c** effects **d** problems
- My brother and I are not twins, but we are very
a alike **b** same **c** like **d** correct
- Coal and oil are two kinds of fossil
a petrol **b** gas **c** energy **d** fuels
- Electricity is produced in a/an station.
a bus **b** railway **c** power **d** energy
- I expect you at the weekend.
a I'm going to see **b** I'll see **c** I'm seeing **d** I see
- The film at 7.30 this evening.
a starts **b** will start **c** started **d** is going to start
- How times have you seen that film?
a many **b** much **c** lots **d** different
- The distance from here to Cairo two kilometres.
a are **b** has been **c** is **d** is being
- In some places, wood to heat people's homes.
a are burnt **b** burns **c** burnt **d** is burnt

13

Answers:

- Takes place in a bookshop. Speaker A is a shop assistant; speaker B is a child.
- Takes place in a family home. Speaker A is the child's mother; speaker B is a child.

2 Choose the correct answer from a, b, c or d.

- Explain to the students that they must read the sentences and choose the correct answer for each.
- Tell them not to rush and to think carefully about the four answers for each sentence.
- When they have completed the exercise, put them into pairs to compare their answers.
- Now go through the answers with the whole class.

Answers:

1 b (given)	2 c	3 a	4 d	5 c
6 b	7 a	8 a	9 c	10 d



1 Mention the place and the speakers in each of the following two mini-dialogues.

- Tell the students to read through the two dialogues.
- Put them into pairs and ask them to decide who is speaking in each dialogue and where the dialogue is taking place.
- Go through the answers with the class.

LESSON 2

SB page 17 WB page 14

Grammar review**1 What would you say in these situations? Choose the correct answer from a or b.**

- Tell the students to read through the situations and explain that they must decide which of the two given options, *a* or *b*, they would say in each situation. They should choose the future form that is usually used in each situation.
- Put the students into pairs to compare their answers.
- Go through the answers with the whole class. Have the students explain why each answer is correct.

Answers:

- 1 b (given) - scheduled events (timetables) usually use the present simple
- 2 a - predictions are made with *will* or *going to*, but not the present simple
- 3 b - *going to* is usually used for plans; *will* is used for quick decisions
- 4 a - arrangements usually use the present continuous
- 5 a - predictions with *I think* usually use *will*; the present continuous in *b* is a statement of something happening, not a prediction
- 6 a - timetables usually use the present simple

2 In pairs, complete, then ask the questions. (You do not need to use two of the words.)

- Ask the students to read through the gapped questions.
- Put them into pairs and tell them to use the words in the box to complete the questions. Explain that there are two words they do not need to use.
- Go through the answers with the whole class.
- Now tell the students to write in their answers.
- Put the students back in their pairs to ask and answer the questions.
- Ask some of the pairs to ask and answer in front of the class.

Grammar reviewReview **A****1 What would you say in these situations? Choose the correct answer from a or b.**

- A friend asks you the time of the next lesson.
a The lesson will start at ten o'clock. **b** The lesson starts at ten o'clock.
- Someone asks you to predict tomorrow's weather.
a It will almost certainly be very hot. **b** It is almost certainly very hot.
- Your parents ask what you have planned to do at the weekend.
a I'll go shopping with Samira. **b** I'm going shopping with Samira.
- A friend asks what exams you have this year.
a I'm taking an English exam. **b** I take an English exam.
- Recommend a book to a friend.
a I think you'll enjoy this book. **b** I think you're enjoying this book.
- A friend wants to know the train times to Cairo.
a The train leaves at five o'clock. **b** The train is going to leave at five o'clock.

**2 In pairs, complete, then ask the questions. (You do not need to use two of the words.)**any are ~~is~~ many much is

- How many kilometres **is** it from school to your house? *It's about two kilometres.*
- a** thousand pounds too much to spend on a holiday?
- How **many** people are there in a football team?
- How **much** money did you pay for the books on your desk?

3 Choose the correct verb, active or passive.**The power of the sun**

Energy **a** produces **is produced** when the light from the sun **b** reaches **is reached** the earth. First, this light **c** captures **is captured** and **d** stores **is stored**, before it **e** changes **is changed** into heat or electricity.

Some people **f** put **are put** special glass on the roofs of their houses. This **g** is collected **collects** light and **h** turns **is turned** it into heat, which **i** warms **is warmed** water in people's homes. The main problem with this kind of energy is that the sun **j** does not produce **is not produced** the same quantity of heat all the time. This **k** depends **is depended** on the time of day and the time of year.

**4 How are light and heat from the sun used in Egypt?**

17

Answers:

- is, It's about two kilometres. (given)
- Is, Yes, it is./No, it isn't.
- many, There are eleven.
- much, I paid

3 Choose the correct verb, active or passive.

- Ask the students to look at the picture and say what they can see (*a house with solar panels on the roof*). Ask what other sources of power the students know about.
- Now tell the students to read through the text.
- Explain that they must choose the correct verbs.
- Go through the answers with the whole class

RA Lesson 2**1 Find the mistake in each of the following sentences, then write it correctly.**

- a I've decided that I'm ~~doing~~ more exercise in the future. *I've decided that I'm going to do more exercise in the future.*
- b It's a really good film. I'm sure you enjoy it.
- c Thirty kilometres are a long way to walk in hot weather.
- d Millions of cars produce by Japanese companies every year.
- e In many countries, children take the right to go to school until the age of 16.
- f Electricity is produced in energy stations.

2 Read the following passage, then answer the questions.**Thomas Edison**

It is difficult to believe that less than a 150 years ago, we could not switch on lights in our homes when it went dark. People who wanted to work or study at night had to use gas or oil lights.

Electric light bulbs were invented in 1879 by Thomas Edison, who also helped produce the system of getting electricity from where it was generated to where it was used.

Edison was a very intelligent man, but when he was at school his teachers did not realise this. He had to leave school at the age of seven because he asked too many questions. His mother realised that he only asked questions because he was interested, so she educated him at home.

The General Electric Company, which Edison started, still supplies most of the electricity in North America today.

- 1 What three forms of energy are referred to in the article?

Electric, gas and oil

- 2 As well as light bulbs, what did Thomas Edison invent?

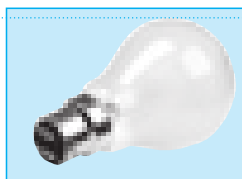
- 3 Why did Edison have to leave school at the age of seven?

- 4 Which of the following is true?

- a Edison invented electricity.
b Edison never went to school.
c Edison was taught by one of his parents.
d Edison is still the owner of The General Electric Company.

- 5 What does *generate* mean in the phrase *generate electricity*?

- a produce b use c invent d find



14

Answers:

- | | |
|---------------------------------|--------------------|
| a is produced (given) (passive) | b reaches (active) |
| c is captured (passive) | d stored (passive) |
| e is changed (passive) | f put (active) |
| g collects (active) | h turns (active) |
| i warms (active) | j does not |
| k depends (active) | produce (active) |

4 How are light and heat from the sun used in Egypt?

- 1 You can discuss this question as a class and write the students' answers on the board.

Suggested answers:

The sun's energy is used to grow crops. It gives us light and heats water (in tanks on rooftops).

A solar power plant is being built in the desert at Koraymat and is expected to start operating in 2010.

There is talk of building a hybrid plant that would use solar and gas energy to generate electricity. Type **Egypt solar power** into a search engine to learn more.

**WORKBOOK**

page 14

1 Find the mistake in each of the following sentences, then write it correctly.

- Tell the students to read through the sentences carefully.
- Ask them to identify the mistake in each sentence, cross it out and then write in the correct answer.
- Check the answers with the class.

Answers:

- a ~~I'm doing~~ I'm going to do (given)
b ~~enjoy~~ will enjoy/ 'll enjoy
c ~~are~~ is
d ~~produce~~ are produced
e ~~take~~ have
f ~~energy~~ power

2 Read the following passage, then answer the questions.

- Tell the students to read the text quickly and then close their books.
- Put the students into pairs to discuss what the article is about. Ask one or two pairs to share their ideas with the whole class.

- Now ask the students to open their books and read the article again.
- Tell them to read through the questions below and to write in their answers.
- Go through the answers with the whole class.

Answers:

- Electric, gas and oil. (given)
- The system of getting electricity from where it was generated to where it was used.
- Because he asked too many questions.
- c
- a

LESSON 3

SB page 18

WB page 15

Reading**1 Look at the pictures and discuss these questions in pairs.**

- 1 Ask the students to look at the two pictures and say what they can see (*an in-car sat-nav system; an in-car computer that limits the car speed according to the road speed limit*).
- 2 Put the students into pairs and tell them to read the two questions and discuss their answers.
- 3 Invite some pairs to share their answers with the class.
- 4 Write their ideas on the board, as you will use them in the next exercise.

Suggested answers:

- a Satellite navigation computers in cars can help drivers by showing them the best route to take. Car computers can also alert the driver when there is a fault in the car.
- b Car computers might warn the driver of the speed limit.

2 Read this article. Does it include any of your ideas?

- 1 Tell the students to read through the article 'Fast Forward' quickly.
- 2 Now tell them to look at the ideas on the board from Exercise 1 and see if they thought of any of the ideas in the article about how computers can help drivers now and in the future.

3 Complete using information from the article.

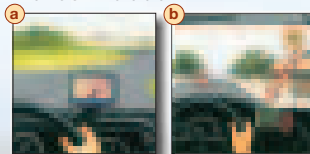
- 1 Tell the students to read the article again, and then the gapped sentences.
- 2 Explain that they must complete the sentences using information from the article.
- 3 Go through the answers with the whole class.

Answers:

- a computers (given) b distance c repaired
- d (too) fast e saved f systems

Review **A** **Reading****1 Look at the pictures and discuss these questions in pairs.**

- a How can computers help drivers in a car?
- b How do you think computers will help drivers in the future?

**2 Read this article. Does it include any of your ideas?****3 Complete using information from the article.**

- a In the future, computers in cars will help drivers to solve engine problems.
- b The computer will find the distance to the nearest garage.
- c The computer will then contact the garage where a driver's car can be repaired.
- d The second device stops drivers from driving too fast.
- e If this device reduces accidents, many lives will be saved.
- f Sat-nav systems are already being used by drivers to give them directions.

4 Are these sentences True or False? Correct the false ones.

- a This article is about devices in the future. False. It is about devices we currently have.
- b The car's computer will repair the engine itself. False. It will find the nearest garage.
- c If a garage has the parts you need, it will tell you when to bring your car to be repaired. True.
- d The slower drivers travel, the fewer road accidents there will be. False. The faster drivers travel, the more accidents there will be.
- e The main purpose of the devices described in the article is to save lives. True.

18

Fast Forward

You are driving your smart car along the motorway from Cairo to Aswan when something goes wrong with the engine. You do not know what the problem is, but the computer in your car will help you. It will examine the engine and find what is wrong. It will then connect to the internet to find the distance to the nearest garage where your car can be repaired. The computer will then send an e-mail to the garage to check that it has the parts you need for your car. If the garage has these, you will receive an e-mail asking when you would like to take your car to be repaired. You will reply on your mobile phone, which will e-mail your message to the garage. In this way, your car's engine problems will be solved.

There is also a device which will control how fast you can drive on the road you are on. It does not matter what you do, it will be impossible to drive faster than what the device tells the engine. Experts have found that this device will reduce the number of road accidents and save thousands of lives every year.

Is this just science fiction? No, both these devices are currently being used. You can find information about them on the internet. Drivers all over the world are already using sat-nav systems to tell them where they are and how to get to a destination. In the future, technology will also help them to solve engine problems and to keep everyone safe.

4 Are these sentences True or False? Correct the false ones.

- 1 Tell the students to read through the sentences.
- 2 Ask them to decide if each sentence is true or false.
- 3 If they think a sentence is false, tell them to correct it.
- 4 Put the students into pairs to compare their answers.
- 5 Now go through the answers with the whole class.

Lesson 3

**1 Answer the following questions.**

- a Which space anniversary was celebrated in July 2009?
.....
- b Where can people do weightless sports?
.....
- c How long do scientists believe the sun's energy will last for?
.....

2 Read this quotation and answer the questions.

The story takes place in nineteenth-century Europe. Rudolf Rassendyll, a wealthy Englishman, decides to travel to Ruritania, a fictional country in central Europe.

- a Who did Rudolf Rassendyll go to see in Ruritania?
.....
- b Why did he decide to visit Ruritania?
.....
- c How did Rudolf help the person he went to see?
.....
- d How did the story end for Rudolf and for the person he went to see?
.....

3 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

- a At the moment, my father works in Cairo. (*currently*)
.....
My father currently works in Cairo.
- b My plan is to study hard all week. (*going*)
.....
- c I predict a sandstorm. (*will*)
.....
- d Many people burn wood for heating and cooking. (*is burnt*)
.....
- e It is two kilometres from here to the park. (*distance*)
.....

15

Answers: _____

- a The fortieth anniversary of man's first landing on the moon.
- b In space, where there is zero gravity.
- c Five billion years./For a very long time.

2 Read this quotation and answer the questions.

- 1 Tell the students to read the quotation in the box. Make sure they understand it.
- 2 Now ask them to read through the questions below the quotation and write their answers in the spaces provided.
- 3 Go through the answers with the whole class.

Answers: _____

- a His cousin, Rudolf Elphberg.
- b To attend his cousin's coronation as the new king of Ruritania.
- c He pretended to be his cousin, Rudolf Elphberg, so that the coronation could take place while his cousin was being kept as a prisoner by his own brother, Michael.
- d Rudolf Rassendyll returned to England while Rudolf Elphberg became the new king of Ruritania.

3 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

- 1 Tell the students to read through the sentences carefully first.

Answers: _____

- a False. It is about devices we currently have. (*given*)
- b False. The computer will find what is wrong and contact a garage where the car can be repaired.
- c False. The garage will ask you when you want the car to be repaired.
- d True
- e True

- 2 Explain that they must add the word in brackets into the sentence, choosing where the word should go and keeping the meaning of the sentence the same, as in the given example.
- 3 Put the students into pairs to compare their answers.
- 4 Now go through the answers with the class.

Answers: _____

- a My father currently works/is working in Cairo. / Currently, my father works/is working in Cairo
- b I'm going to study hard all week.
- c There'll be/There will be a sandstorm. / I think (that) there'll be/there will be a sandstorm.

**WORKBOOK**

page 15

1 Answer the following questions.

- 1 Ask the students to read through the questions.
- 2 Tell them to write the answers in the spaces.
- 3 Now go through the answers with the class.

- d Wood is burnt (by many people) for heating and cooking.
- e The distance from here to the park is two kilometres.

LESSON 4

SB page 19

1 Correct the mistakes in these sentences.

- 1 Explain to the students that in each sentence there is one mistake.
- 2 Tell them to find and cross out the mistake and then write the correction.
- 3 Go through the answers with the whole class.

Answers:

- a ~~Much~~ Many (given)
- b ~~save~~ saved
- c ~~is~~ are
- d ~~are~~ is
- e ~~many~~ much

2 Discuss this question in pairs.

- 1 Remind the students about the article they read about how computers can help drivers. If necessary, tell them to read the article on page 18 again.
- 2 Ask the students what devices were mentioned in the article and write their answers on the board.
- 3 Put the students into pairs and ask them to discuss what they think about the devices.
- 4 Ask some pairs to share their answers with the class.

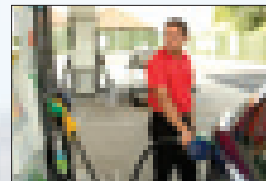
Students' own answers

1 Correct the mistakes in these sentences.

- a ~~Much~~ things can go wrong with a car engine. *Many*
- b Many lives will be save by the devices.
- c Sat-nav systems is very useful for many drivers.
- d Thirty kilometres are a long way to travel on one litre of petrol.
- e How many petrol does your car use?

2 Discuss this question in pairs.

What is your opinion of the devices described in the article?



Critical thinking

1 Answer the following questions.

- a In the future, how will a driver know when there is something wrong with the car engine?
The computer in the car will tell the driver.
- b How will drivers know whether a garage has the parts they need for repairs?
- c How will the second device help to reduce accidents?
- d Do you think most drivers will welcome the device which stops them from driving too fast? Why/Why not?
- e Do you think drivers drive too fast in cities?
- f Why do you think people today need sat-nav systems in their cars?

2 Read this quotation from the article and answer the questions.

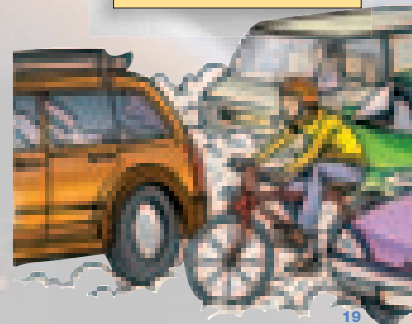
- a What other ways are there of reducing the number of road accidents? Think of what these groups could do to help.

- car makers
- car drivers
- the police
- schools

- b What can cyclists and walkers do to keep themselves safe on the roads?

Experts have found that this device will reduce the number of road accidents and save thousands of lives every year.

3 In pairs, compare and discuss your answers to the questions in Exercise 2.



Critical thinking

1 Answer the following questions.

- 1 Tell the students to read through the questions carefully.
- 2 Ask them to think about the answers. If they don't know them, they can refer back to the article 'Fast Forward' on page 18.
- 3 Tell the students to write in their answers in the spaces provided.
- 4 Now go through the answers with the class.

Answers: _____

- a The computer in the car will tell the driver. (given)
- b The computer will send an e-mail to the nearest garage to ask if it has the necessary parts.
- c It will make it impossible for drivers to drive too fast.
- d *Suggested answer:* Yes, as most people agree that speeding causes the most serious accidents. No, as there are times when you must speed up to pass someone or for other reasons.
- e Students' own answers.
- f *Suggested answer:* Road systems in towns and cities change and get bigger and more complicated very quickly today, so it is more difficult to find your way about without a sat-nav computer system. People today travel to places they don't know more often, so they need the help of a sat-nav to find their way.

2 Read this quotation from the article and answer the questions.

- 1 Ask the students to read the quotation in the yellow box.
- 2 Ask them what the quotation means.
- 3 Now tell the students to read questions *a* and *b*.
- 4 Ask them to note down their answers and explain that in the next exercise they will compare their answers in pairs.

Suggested answers: _____

- a Car makers could make cars go slower. They could make other devices such as improved braking systems. Safety features such as air bags won't prevent accidents, but they will reduce serious injuries.
Car drivers could follow all traffic rules and drive more carefully. They could also drive less often and use public transport instead.
The police could enforce driving rules more strictly. They could run advanced driving courses for the public.
Schools could teach children to be more careful on roads. They could teach older students how to drive safely.
- b Cyclists and walkers can always cross roads at safe places. They can wear clothes that can be seen easily and they can always be very careful. Cyclists can ride only on the right side of the road. They can wear safety helmets and other protective clothing.

3 In pairs, compare and discuss your answers to the questions in Exercise 2.

- 1 Remind the students of the ways in which they can agree or disagree with other student's opinions.
- 2 Write some of the language on the board, for example:
I agree/disagree.
I'm not so sure.
I think ...
Really? In my opinion ...
- 3 Now put the students into pairs to compare their answers from Exercise 2 and to agree or disagree with each other.
- 4 You can do an example with a confident student to make the exercise clear.
- 5 Invite some pairs to perform their dialogue for the class.

LESSON 5

SB page 20

WB page 16

Communication**1 Read the situation, then discuss these questions in small groups. Agree or disagree with other students' opinions.**

- 1 Ask the students to read about the situation in the box, and then to read the three questions.
- 2 Put them into small groups. Tell them to discuss the questions and agree or disagree with each other's opinions.
- 3 Invite a student from each group to share their answers with the whole class.

Students' own answers**2 Look at the pictures and discuss the questions.**

- 1 Ask the students to look at the four photographs. Ask them what they can see in each picture.
- 2 Now put the students into pairs. Tell them to read questions *a*, *b* and *c* and then to discuss them.

Suggested answers:

- a* Speed bumps make drivers slow down and so stop them from going too fast. Low speed limits make drivers drive slowly, which reduces the number of serious accidents. Airbags in cars cushion the impact between the front passengers and the front of the car, and can save lives if a car is in an accident. Speed cameras take photographs of cars going too fast, and the drivers are fined. This can make people drive slower and so save lives.
- b* Students' own answers
- c* Students' own answers

Review **A****Communication****Project 1 A traffic survey****Situation**

You and your partner are going to discuss ways to reduce road accidents in the area where you live.

1 Read the situation, then discuss these questions in small groups. Agree or disagree with other students' opinions.

- a* How safe are the roads in your area?
- b* What are the main causes of road accidents in this area?
- c* What is done to reduce accidents?

2 Look at the pictures and discuss the questions.

- a* How do you think the things in these pictures make driving safer for drivers and other car users?
- b* Are any of these devices used in your area? How successful are they?
- c* In what other ways could your area be made safer?

**3 Work in pairs and make notes.**

- a* Make three suggestions for improving road safety in your area. For example:
 - have signs to make cars go more slowly.
 - have more traffic lights where people can cross the road.
 - have more buses so fewer people need to drive.
- b* Present these suggestions to the rest of the class.
- c* Agree on the top three suggestions from all the pairs.



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3 Work in pairs and make notes.

- 1 Ask the students to read through the three questions.
- 2 Put the students into pairs and ask them to think of ideas to improve road safety in their area.
- 3 Tell them to write down their answers so they can present them to the whole class.
- 4 Invite some students to read out their answers to the rest of the class and encourage the other students to agree or disagree.
- 5 Ask the pupils to choose the three best ideas.

1 Write a paragraph of about 100 words about space travel in the future.

a Translate into Arabic:

Currently, the cost of a holiday in space is very high. But the more people want something, the cheaper it will become. So if you are interested, start saving now!

b Translate into English:

اثنا مليون جنيهه مبلغ كبير من المال ، أليس كذلك؟

في بعض الأماكن، يُستخدم قصب السكر في صناعة الوقود للسيارات و مركبات أخرى.

- 3 Now put the students into groups and ask each member of the group to read out their paragraph.
- 4 Each group should then choose one paragraph to be read out to the whole class.

- 1 Tell the students to read the English sentences, translate them into Arabic and write the translation down.
- 2 Tell the students to read the Arabic sentences, translate them into English and write the translation down.
- 3 Now put the students into pairs to compare their answers.
- 4 Go through the answers with the class.

a حالياً تكلفه (قضاء) إجازة بالفضاء الخارجي عالية جداً. لكن
كلّما زاد / كَثُر عدد الناس اللذين يريدونها كلّما أصبحت
أرخص. فإن/ فإذا كنت مهتماً (بالأمر) ابداً الادخار من الآن!

b Two million pounds is a lot of money,
isn't it?

In some places, sugar cane is used to make fuels for cars and other vehicles.

- 1 Write a paragraph of about 100 words about space travel in the future.**

- 1 Tell the students you want them to think about space travel. Ask them what they think might change or happen in space travel in the future. Tell them to think about things like holidays, living on different planets, growing food on different planets, finding new materials in space, new and easier ways of travelling into space, etc. Write their ideas on the board.
- 2 Tell the students to use the ideas to write a paragraph about space travel in the future in the space provided.

UNIT 4

WRITERS AND STORIES

SB pages 21-25

WB pages 17-20

Objectives

Grammar

Past tenses: active and passive

Listening

Listen for gist, for detail and to interpret meaning

Reading

Read for specific information

Critical thinking

The importance of literature and education

Function

Express opinions

Writing

A summary

UNIT 4 Writers and stories

Listening

- 1 Discuss this question in pairs.
If you could be a writer, what would you choose to write: novels, poems, short stories, newspaper reports or magazine articles? Why?
- 2 Check the meanings of these words in your Active Study Dictionary.
competition old-fashioned routine (n)
- 3 Listen to an interview with a writer and answer the questions.
 - a What did the speaker write when he was at university? *He wrote short stories.*
 - b How many words a day does he try to write?
 - c Who does the writer ask for opinions about his books?
- 4 Listen again. Are these sentences True or False? Correct the false ones.
 - a When he was seven years old, the writer won first prize in a poetry competition.
False, he won the second prize.
 - b When he was a student, he could usually finish a short story in two or three weeks.
 - c It is more than 20 years since the writer wrote a short story.
 - d Every day, the writer writes from three o'clock in the afternoon until nine o'clock at night.
 - e The writer doesn't use a computer for writing.
 - f Last year, the writer changed a story because his friends didn't like the beginning.
- 5 Guess the meaning of the red words from the listening text.
 - a I have a ten-minute break for coffee at **midday**.
 - b My **publisher** insists that I send everything as an e-mail **attachment**.
- 6 Would you want to write a story with a pen, a pencil or on a computer? Why?
- 7 The sounds of English
 - a Listen to these words and tick if there is an extra syllable when you add -s.
 - b Listen again, check your answers and repeat the words.

Objectives

Grammar Past tenses: active and passive

Listening Listen for gist, for detail and to interpret meaning

Reading Read for specific information

Critical thinking The importance of literature and education

Function Express opinions

Writing A summary

poem	<input type="checkbox"/>	idea	<input type="checkbox"/>
prize	<input checked="" type="checkbox"/>	publisher	<input type="checkbox"/>
exercise	<input type="checkbox"/>	routine	<input type="checkbox"/>
house	<input type="checkbox"/>	race	<input type="checkbox"/>

DON'T FORGET

The pronunciation of the final -s in plurals is not always the same.

LESSON 1

SB page 21

WB page 17

Before using the book:

- There has been a massive explosion in the types of writing that we see now. Traditionally there were books, magazines, articles, letters, notes, reports; but now we have e-mails, blogs, wikis, web pages, texts, tweets and many more.
- Put the students into groups and ask them to think of as many different types of text they can. They can look at the pictures to get some ideas (*newspapers, novels, magazines, notes*).
- Ask some students to read out their lists and encourage other students to add others.

Listening

1 Discuss this question in pairs.

- 1 The students have already thought of lots of different types of writing and texts. Put them into pairs and ask them to imagine they are writers. Ask them what types of text they would like to write and why.
- 2 Invite some students to read out their answers to the class.

2 Check the meanings of these words in your *Active Study Dictionary*.

- 1 Write the words from the box on the board.
- 2 Say the words and ask different students to come to the board to underline the stress syllable in each word.
- 3 Say the words out aloud and ask the students to repeat them.
- 4 Now tell the students to look up the meanings of the words in their *Active Study Dictionary*.

Answers:

competition a situation in which people or organisations compete with each other
old-fashioned not modern and not fashionable any more
routine (n) the usual way in which you do things

3 Listen to an interview with a writer and answer the questions.

- 1 Tell the students they are going to listen to an interview with a writer.
- 2 Tell them to read through the questions before they listen.
- 3 Play the tape and tell the students to listen carefully and note down the answers to the questions. You may want to play the tape twice.
- 4 Go through the answers with the whole class.

Answers:

- a He wrote short stories. (given)
- b One thousand.
- c Two or three good friends.

TAPESCRIPT

Interviewer: When did you start writing?

Writer: I've written stories and poems for as long as I can remember.

Interviewer: What was the first thing you wrote?

Writer: When I was seven, I wrote a poem which won second prize in a national competition for school children.

Interviewer: When did you start writing stories?

Writer: When I was at university I wrote short stories for a student magazine. My head was always full of ideas. While I was finishing one story, I was thinking of the next one.

Interviewer: Wasn't that very confusing?

Writer: Not really. I used to write very quickly – I finished most short stories in two or three days. As soon as I'd finished one story, I'd start the next one.

Interviewer: Do you still write like that?

Writer: No, I haven't written any short stories for over twenty years. Now, I only write novels – they take much longer.

Interviewer: So how do you write now? Do you have a fixed routine?

Writer: Yes. I write from nine in the morning till three in the afternoon, with a ten-minute break for coffee at midday. I write an average of one thousand words a day.

Interviewer: Do you use a computer?

Writer: No, I'm old-fashioned – I use a pencil and paper. I've tried using a computer, but it gave me a headache. When I'm happy with what I've written, my secretary types it onto the computer. My publisher insists that I send everything as an e-mail attachment.

Interviewer: And do you check what you've written?

Writer: Of course. I write one thousand new words a day for a week, then I spend two or three days checking the week's work until I'm completely happy with what I've written. My last novel was changed six times before I was happy with it.

Interviewer: Do you show other people?

Writer: No, not until a novel's almost finished. Then I give it to two or three good friends and ask them for their opinions.

Interviewer: Do they ever tell you they don't like what you've written?

Writer: Yes! Last year both of the people who read one of my books said they didn't like how my story ended. So I changed it.

Interviewer: That's very interesting. Thank you for talking to me.

Writer: It's been a pleasure.

4 Listen again. Are these sentences *True* or *False*? Correct the false ones.

- 1 Ask the students to read through the sentences.
- 2 Explain that you are going to play the tape again and they must decide if each sentence is true or false.
- 3 Tell them that if they think a sentence is false, they must correct it.
- 4 Play the tape. You may need to play it several times.
- 5 Go through the answers with the whole class.

Answers:

- a False. He won the second prize. (given)
- b False. It took him two or three days.
- c True.
- d False. He writes from nine in the morning until three in the afternoon.
- e True.
- f False. They didn't like the end of the story.

5 Guess the meaning of the red words from the listening text.

- 1 Ask the students to read the two sentences.
- 2 Put them into pairs and tell them to discuss the meaning of the words in red. Tell them to make a guess if they are not sure.
- 3 Now go through the answers with the class.

Answers:

- a *midday* twelve o'clock in the middle of the day
- b *publisher* a person or company that produces books, magazines, etc., and makes them available for people to buy
- attachment* something you attach to/send with an e-mail

6 Would you want to write a story with a pen, a pencil or on a computer? Why?

- 1 Ask the students how they would like to write a story – on a computer, with a pen or with a pencil.
- 2 Tell them to suggest reasons for their answer and note their answers on the board.

Students' own answers

7 The sounds of English

- 1 Explain that sometimes we add an extra syllable when we add *s* to a word.
- 2 Write the following on the board:
book books
face faces
Point out that when we say *faces*, we add an extra syllable to the word.
- 3 Now tell the students to look at the words in the box.
- 4 Explain that you are going to play the tape and the students must tick the words that have an extra syllable.
- 5 Play the tape again for the students to check their answers.
- 6 Put the students into pairs. Student A says a word in singular form and Student B says the same word in the plural form. Then they swap roles.

Example:

Student 1: *Prize.*

Student 2: *Prizes.*

Student 2: *Idea.*

Student 1: *Ideas.*

- 7 Tell the students to continue in this way with all the words.

Answers:

prize [√] (given)

exercise [√]

house [√]

race [√]

T A P E S C R I P T

Voice: I write poems.

He's won three prizes.

Some English exercises are very difficult.

They own two houses.

She always has interesting ideas.

This book has two publishers.

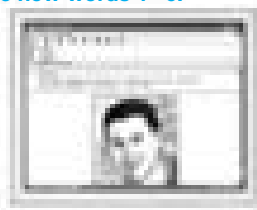
What are their weekly routines?

She always wins races.

UNIT 4 Writers and stories

1 Match to make phrases using the new words 1– 6.

- a send an e-mail 1 ☐ routine
 b enter a 2 ☒ attachment
 c have a 3 ☐ a publisher
 d work for 4 ☐ old-fashioned
 e look 5 ☐ midday
 f have lunch at 6 ☐ competition



2 Complete these sentences with words from Exercise 1.

- a Early black and white photos show people in old-fashioned clothes.
 b The sun is at its strongest at
 c I don't really have a during the holidays.
 d My friends and I are going to enter an athletics We all hope to win something.
 e I sent an e-mail with two s. They were photos of my friends.



3 Use your Active Study Dictionary to answer these questions.

- a The noun is an attachment. What is the verb? attach
 b The noun is a competition. What is the verb?
 c The person is a publisher. What is the verb?
 d Midday is twelve o'clock in the day. What is twelve o'clock at night?
 e What is the opposite of old-fashioned?



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Answers:

- | | |
|-------------|-----|
| a 2 (given) | b 6 |
| c 1 | d 3 |
| e 4 | f 5 |

2 Complete these sentences with words from Exercise 1.

- 1 Tell the students to read through the gapped sentences carefully.
- 2 Explain that they must use words from Exercise 1 to complete the sentences.
- 3 Go through the answers with the class.

Answers:

- a old-fashioned (given)
 b midday
 c routine
 d competition
 e attachment

3 Use your Active Study Dictionary to answer these questions.

- 1 Tell the students to read through the questions.
- 2 Explain that they will need to use their *Active Study Dictionary* to find the answers.
- 3 Put the students into pairs to compare their answers.
- 4 Now go through the answers with the whole class.



WORKBOOK

page 17

1 Match to make phrases using the new words 1-6.

- 1 Tell the students to look at the two columns of words.
- 2 Explain that they must match words from the first column with the correct word from the second column to make complete phrases.
- 3 Go through the answers with the whole class.

Answers:

- a attach (given)
 b compete
 c publish
 d midnight
 e modern/fashionable

LESSON 2

SB page 22

WB page 18

Language focus

Past tenses: active and passive

1 Study these sentences from the listening text, then do the following.

- 1 Tell the students to look at the sentences in the box. Explain that they are all from the listening in Lesson 1.
- 2 Now go through the instructions, *a* and *b*, with the students. Make sure they understand that they must underline all the past tense verbs and then write the name of the verb form and mark it as active (a) or passive (p).
- 3 Go through the answers with the class.

Answers:

- a
- 1 've written (given)
 - 2 was, wrote, won
 - 3 was finishing, was thinking
 - 4 used (to write)
 - 5 'd finished = had finished
'd start = would start
 - 6 was changed
- b
- 1 Present perfect (a) (given)
 - 2 Past simple (a)
 - 3 Past continuous (a)
 - 4 Past simple (a)
 - 5 Past perfect (a)
Modal + infinitive (a)
 - 6 Past simple (p)

2 Match these verb forms with their meanings.

- 1 Ask the students to study the table.
- 2 Explain that they must match the descriptions of the use of the verb forms with the correct name for the verb form.
- 3 Go through the answers with the class. Ask them to tell you an example for each verb form.

Answers:

- a 3 (given) b 1 c 4 d 2

3 What is the difference in meaning between these sentences? Discuss in pairs.

- 1 Tell the students to read the pairs of sentences.

4

Language focus

Past tenses: active and passive

Grammar rev p124

1 Study these sentences from the listening text, then do the following.

- a Underline the past verb forms in these sentences.
b Write the name of the verb form and put active (a) or passive (p).

- 1 I've written stories for as long as I can remember. *Present perfect (a)*
- 2 When I was seven, I wrote a poem which won a prize.
- 3 While I was finishing one story, I was thinking of the next one.
- 4 I used to write very quickly.
- 5 As soon as I'd finished a story, I'd start the next one.
- 6 My last novel was changed six times.

2 Match these verb forms with their meanings.

- a The past simple
b The present perfect
c The past continuous
d The past perfect

- 1 ☐ is used for actions which started in the past and still continue.
- 2 ☐ is used for past actions which happened before other past actions.
- 3 ☒ is used for actions which started and finished in the past.
- 4 ☐ is used for actions which happened for a length of time in the past.

3 What is the difference in meaning between these sentences? Discuss in pairs.

- a I've written stories for five years. ♦ I wrote stories for five years.
b When she suggested the idea, I tried using a computer. ♦ When she suggested the idea, I'd tried using a computer.
c I changed my novel six times. ♦ My novel was changed six times.
d I used to write stories very quickly. ♦ I wrote the stories very quickly.



4 Complete these sentences with the correct past form of the verbs in brackets (active or passive).

- a This book was written (write) by a famous writer.
b I (enjoy) reading novels since I was a young child.
c Yesterday, my sister (give) me a book she (finish) reading the day before.
d It (deliver) while I (read) the newspaper.
e I (read) at least one book a week, but now I don't read so many.

5 Write a sentence about the following, then compare sentences with a partner.

- a Something interesting you've done for more than a year. *I've played basketball for three years.*
b Something you saw while you were coming to school today.
c What you were doing at six o'clock yesterday evening.
d Something you used to enjoy doing five years ago.
e An interesting place you've visited and an interesting place you'd visited before that.

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- 2 Now put the students into pairs and tell them to discuss the difference in meaning of each pair of sentences.

- 3 Ask some pairs to share their answers with the whole class.

- 4 Go through the answers with the class.

Answers:

- a I've written stories for five years. I still write stories. I wrote stories for five years. I don't write stories any more.
b When she suggested the idea, I tried using a computer. I tried after the suggestion. When she suggested the idea, I'd tried using a computer. I tried before she made the suggestion.

4

Lesson 2

1 Choose the correct verb.

- used to read / was reading the newspaper every day. Now I don't have the time.
- As soon as we arrived at school, the first lesson had begun/began.
- I already saw/I'd already seen the film before I read the book.
- What did you do/were you doing when I called you? You sounded very busy.
- I've had/I had my own computer for three years now.
- While she was doing/used to do her homework, my sister was listening to music.

2 Find and correct the mistake in each sentence. (One sentence is correct.)

- Twenty million people saw the new film already. have seen
- My parents use to live in a small flat in the city centre.
- Yesterday evening, we revised for our English test when all the lights went out.
- I've attended this school for five years.
- Our school was opening exactly 25 years ago today.
- She played the piano since the age of six and she still plays every day.



3 Rewrite these sentences in the passive.

- They built our block of flats five years ago.
Our block of flats was built five years ago.
- They cut down five trees in the park.
- Yesterday evening, a million people watched the programme.
- They cleaned the windows at school this morning.
- My father took me to a football match at the weekend.
- They told us that we have to give in our homework on Thursday.

correct past tense verb. It may be a passive or an active verb.

3 Check the answers with the class.

Answers:

- was written (given)
- have enjoyed
- gave, had finished
- was delivered, was reading
- used to read

5 Write a sentence about the following, then compare sentences with a partner.

- Tell the students to read through the sentences carefully.
- Make sure that they understand that they must write a sentence for each situation.
- Put the students into pairs to read their sentences to each other.
- Invite some students to read out their sentences to the class.

Suggested answers:

- I've played basketball for three years. (given)
- While I was coming to school today, I saw my father's friend.
- At six o'clock yesterday evening, I was doing my homework.
- Five years ago, I used to enjoy playing on the beach.
- I visited the Aswan Dam last year. Before that, I'd visited Alexandria.

- I changed my novel six times. I made the changes myself. (active verb)
My novel was changed six times. The changes are more important than who did them. (passive verb)
- I used to write stories very quickly. This was a past habit – something that happened often in the past. I wrote the stories very quickly. This refers to one occasion or period when I wrote quickly.

4 Complete these sentences with the correct past form of the verbs in brackets (active or passive).

- Tell the students to read through the gapped sentences carefully.
- Explain that they must complete them with the



1 Choose the correct verb.

- Ask the students to read through the sentences.
- Explain that they must choose the correct verb form for each one.
- When they have completed the activity, go through the answers with the class.

Answers:

- a used to read (given) b began
c I'd already seen d were you doing
e I've had f was doing

2 Find and correct the mistake in each sentence. (One sentence is correct.)

- 1 Tell the students to read through the sentences carefully.
- 2 Explain that there is a mistake in each of the sentences except one.
- 3 Tell them to cross out the mistake and write the correct answer.
- 4 Go through the answers with the class.

Answers:

- a ~~saw~~ have seen (given)
b ~~use~~ used
c ~~revised~~ were revising
d correct
e ~~was opening~~ was opened/opened
f ~~played~~ has played

3 Rewrite these sentences in the passive.

- 1 Ask the students what a passive verb is and how they are formed.
- 2 Explain that the students must rewrite the sentences in the passive form.
- 3 Tell the students to read through the sentences first and then rewrite them.
- 4 Invite some students to read their answers to the class.
- 5 Go through the correct answers with the class.

Answers:

- a Our block of flats was built five years ago. (given)
b Five trees in the park were cut down.
c Yesterday evening, the programme was watched by a million people.
d The windows at school were cleaned this morning.
e I was taken to a football match at the weekend (by my father).
f We were told that we have to give in our homework on Thursday.

Reading**1 Check the meanings of these words in your Active Study Dictionary.**

custom develop district
establish law pioneer style

2 Read this article about Yehia Haqqi quickly and answer the questions.

- a What subject did Haqqi study at university?
He studied law...
b Which countries did Haqqi work in as a diplomat?
c Who did he want to help?
d For which collection of stories did Haqqi win an important prize?

3 Choose the correct answers from a, b, c or d.

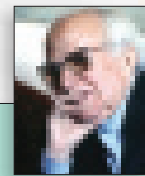
- 1 What did Yehia Haqqi write?
a newspaper articles b poetry
c fiction d political reports
- 2 What was Yehia Haqqi's main job?
a a lawyer b a diplomat
c a politician d a writer
- 3 When did he start to write?
a While he was working.
b After he had retired.
c Before he started work.
d While he was a student.
- 4 Why is Yehia Haqqi's writing still important today?
a He created a new style of writing.
b It was translated into many languages.
c He translated European literature into Arabic.
d He was an excellent diplomat.

4 Discuss this question in pairs.

How do you think Haqqi's training as a lawyer affected how he wrote?



Yehia Haqqi
(1905–1992)



Yehia Haqqi was one of the **pioneers** of modern Egyptian literature. As well as being an important writer, he was an expert on Arab culture.

Yehia Haqqi was born in 1905 in the Sayyida Zeinab **district** of Cairo. He graduated in **law** and worked for a short time as a lawyer. In 1929, he began his career as a diplomat and he worked abroad for more than 20 years. The time he spent in France, Italy, Turkey and Libya gave him experiences he later used in his writing.

At the same time as he was working, Haqqi was also writing stories. His first short story, published in 1925, **established** him as one of the great short story writers of the Arab world.

Haqqi always wanted to help poor and disabled people. He had to go to hospital after an earthquake in Cairo, but gave his bed to a poor person who he thought needed it more. In 1955, he wrote a collection of short stories about the poor and the disabled which won an important prize. Another of his stories, *The Postman*, was made into a film.

Haqqi wrote in a new way about Arab society and **customs** in the twentieth century. Haqqi was also interested in the Arabic language and he **developed** a new **style** of writing which is respected today.

As well as writing his own novels and stories, Haqqi also translated Russian, French, Italian and Turkish literature into Arabic. He was a very strong believer in the power of education and supported many young Egyptian writers.

Haqqi died in 1992, but is still thought of as the father of the modern short story and the novel in Egypt.

23

LESSON 3

SB page 23 WB page 19

Reading**1 Check the meanings of these words in your Active Study Dictionary.**

- 1 Ask the students to look at the words in the box.
- 2 Explain that you are going to read out the words and they must mark the stress on each word by underlining the part of the word that has the stress.

- 3 Now tell the students to look up the meanings of the words in their *Active Study Dictionary*.

Answers:

<u>custom</u>	something that people do in a society because it is traditional
<u>develop</u>	to make a new product or idea successful (Note: transitive meaning here)
<u>district</u>	an area of a city or country
<u>establish</u> (v)	to achieve or give someone a respected position in society or in an organisation
<u>law</u>	the system of rules that people in a country or place must obey
<u>pioneer</u>	one of the first people to do something that other people will continue to develop
<u>style</u>	a way of doing or making something that is typical of a particular person, group or period

2 Read this article about Yehia Haqqi quickly and answer the questions.

- 1 Ask the students if they know who Yehia Haqqi is.
- 2 Write their ideas on the board.
- 3 Tell the students to read the article quickly. When they have finished, ask them to close their books.
- 4 Ask them what they know now and write their ideas on the board.
- 5 Tell them to open their books and, in pairs, answer the four questions, *a* to *d*.
- 6 Go through the answers with the whole class.

Answers:

- a He studied law. (given)
- b He worked as a diplomat in France, Italy, Turkey and Libya.
- c He wanted to help poor and disabled people and young writers.
- d He won a prize for a collection of short stories about the poor and disabled.

3 Choose the correct answers from *a, b, c* or *d*.

- 1 Tell the students to read through the questions carefully.
- 2 Explain that they will need to look through the text carefully to find the answers.
- 3 Go through the answers with the class.

Answers:

- 1 c (given)
- 2 b
- 3 a
- 4 a

4 Discuss this question in pairs.

- 1 Tell the students to look at the question and write down a few notes for the answer.
- 2 Invite some students to share their answers with the class.
- 3 Write their ideas on the board.

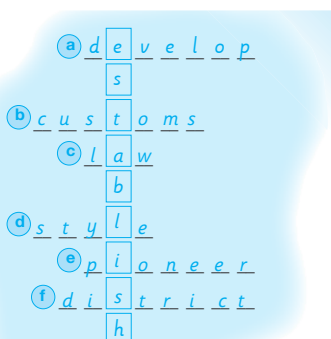
Students' own answers



1 Complete the puzzle to find a word.

- 1 Tell the students to read through the definitions.
- 2 The students have to write in the correct words.
- 3 Put the students into pairs and tell them to compare their answers.
- 4 Check the answers with the class.

Answers: _____



2 Complete these sentences with words from Exercise 1.

- 1 Explain that the students must use the words from the first exercise to complete the sentences.
- 2 Tell them to read carefully through the sentences and then decide which word from Exercise 1 to use to complete each sentence.
- 3 Go through the answers with the class.

Answers: _____

- | | |
|-----------------|------------|
| a style (given) | b district |
| c law | d pioneer |
| e customs | f develop |

3 Use your *Active Study Dictionary* to complete these sentences with the correct form of the words in brackets.

- 1 Ask the students to read through the gapped sentences.

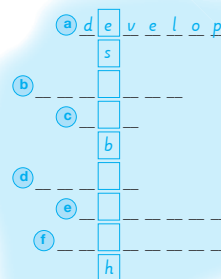
Lesson 3

UNIT 4

1 Complete the puzzle to find a word.

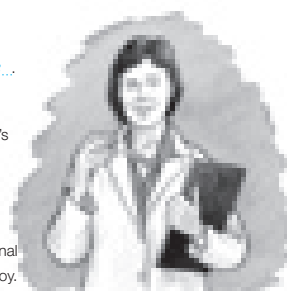
- a make a new product or idea successful
- b things that people do because they are traditional
- c system of rules that people must obey
- d a way of writing that is typical of a person or group
- e one of the first people to do something that others will continue
- f an area of a town or city

The word in the boxes is _____



2 Complete these sentences with words from Exercise 1.

- a I really enjoyed this book. It is written in a very simple style.
- b Yehia Haqqi came from a poor district of Cairo.
- c My brother wants to be a lawyer when he graduates, so he's studying law at university.
- d Magdi Yacoub was one of the first heart transplant pioneers.
- e In my grandfather's village, they still follow the same traditional customs that he used to follow when he was a boy.
- f Scientists are paid to develop new medicines every year to help people.



3 Use your *Active Study Dictionary* to complete these sentences with the correct form of the words in brackets.

- a My sister loves clothes and buys very fashionable dresses. (*fashion*)
- b His first job was as a lawyer. (*law*)
- c A publisher is someone who produces books, newspapers or magazines. (*publish*)
- d My parents gave me a collection of modern short stories for my birthday. (*collect*)
- e Yehia Haqqi was an important twentieth-century writer. (*write*)

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- 2 Tell them to use the correct form of the words in brackets to complete the sentences.
- 3 Tell the students to use their *Active Study Dictionary* if they need help.
- 4 Go through the answers with the class.

Answers: _____

- | | |
|-----------------------|--------------|
| a fashionable (given) | b lawyer |
| c publisher | d collection |
| e writer | |

LESSON 4

SB page 24

4

Critical thinking

1 Answer the following questions.

- What did Yehia Haqqi know a lot about? *He knew a lot about Arabic culture.*
- What did he do after an earthquake?
- Which of his stories was made into a film?
- How do you think Haqqi's work as a diplomat helped him to be a writer?
- What do you think Haqqi thought about poor and disabled people?
- Why do you think Haqqi was interested in helping young Egyptian writers?

2 Read this quotation from the article and discuss the questions.

As well as writing his own novels and stories, Haqqi also translated Russian, French, Italian and Turkish literature into Arabic. He was a very strong believer in the power of education and supported many young Egyptian writers.

Haqqi died in 1992, but is still thought of as the father of the modern short story and the novel in Egypt.

- Why do you think Yehia Haqqi wanted to translate other countries' literature into Arabic?
- What do you understand by the power of education?
- What do you understand by the father of the modern short story and the novel in Egypt?

3 Discuss this question in pairs.

In what ways does reading literature improve your education? Think of the following.

- language and vocabulary
- your own experiences
- other people's experiences
- different cultures
- unusual or different situations



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Critical thinking

1 Answer the following questions.

- Tell the students to read through the questions carefully before trying to answer them.
- You may want to ask them to reread the text about Yehia Haqqi on page 23.
- When the students have finished writing, put them in pairs to compare their answers.
- Now go through the answers with the class.

Answers:

- He knew a lot about Arabic culture. (given)
- He gave his hospital bed to a poor person.

c *The Postman* was made into a film.

Suggested:

- He probably met many different people and experienced many different and interesting things in his work, which he could use in his stories.
- He thought they needed help.
- He was a kind man who wanted to help people like himself.

2 Read this quotation from the article and discuss the questions.

- Tell the students to look at the pictures and say what they are (*Russian, Turkish, Italian and French dictionaries*). Ask them how they are related to Yehia Haqqi (*he translated Russian, Turkish, Italian and French literature into Arabic*).
- Ask the students to read the quotation in the box.
- Put the students into pairs and ask them to read the questions and then discuss them together.
- Invite some pairs to share their answers with the class.
- Now go through the answers with the whole class.

Suggested answers:

- He probably read the stories when he was abroad and wanted Egyptian people to enjoy them, too.
- Education can give everyone the opportunity to be successful.
- He was a pioneer of the modern short story and novel in Egypt.

3 Discuss this question in pairs.

- Discuss with the class how reading literature is good for many reasons.
- Tell the students to read the question and look at the different areas in the box such as language, experiences, etc.

- Put the students into pairs and ask them to discuss the questions. They should try and think of one or two answers for each area in the box.
- Now ask some pairs to share their answers with the class.

Suggested answers:

Reading literature improves my education by introducing me to rich new language and vocabulary, providing a model for usage. It can reinforce my own experiences and describe new and exciting experiences which I may otherwise not encounter. Reading literature introduces me to other people's experiences and cultures, both of which might be very different from my own, thus helping me to become more tolerant and empathic towards others. Through literature, I can explore unusual or different situations, thus widening my horizons and learning new tools for handling my own future life experiences.

LESSON 5

SB page 25

WB page 20

Communication

1 In pairs, can you match the writers below with the jobs they also did during their lives?

- The exercise presents the students with two lists: one of the names of writers and the other of the jobs they did.
- Make sure the students understand all the jobs. If they have difficulty with any, they can look them up in their *Active Study Dictionary*.
- Tell the students to match each writer with a job.
- Go through the answers with the students.

Answers:

a 6 (given)	b 4	c 7
d 8	e 3	f 2
g 5	h 1	

Communication

UNIT 4

1 In pairs, can you match the writers below with the jobs they also did during their lives?

- | | |
|---------------------|--|
| a Yehia Haqqi | 1 <input type="checkbox"/> journalist |
| b Jonathan Swift | 2 <input type="checkbox"/> lawyer |
| c Guy de Maupassant | 3 <input type="checkbox"/> sailor |
| d William Golding | 4 <input type="checkbox"/> politician |
| e Herman Melville | 5 <input type="checkbox"/> doctor |
| f Rider Haggard | 6 <input checked="" type="checkbox"/> diplomat |
| g Michael Crichton | 7 <input type="checkbox"/> clerk |
| h Charles Dickens | 8 <input type="checkbox"/> teacher |



2 Discuss these questions in pairs using the language of opinion below.

- I think/don't think that...
- In my opinion, ...
- I'd say that...
- As far as I'm concerned, ...



- How do you think a person's job could help them write a story?
- Do you think some of these jobs would help a writer more than others? Why/Why not?
- What other jobs do you think would help a writer?
- What other things in a writer's life would help them be a good writer?

3 Discuss the following in pairs.

- Do you think people should only ever do one job? Or is it useful to do more than one job in your career?
- A journalist may make a good novelist. Can you think of other jobs that would help someone be the following? Say why.

- a teacher
- a politician
- a policeman
- a manager of a football team
- a hotel manager



2 Discuss these questions in pairs using the language of opinion below.

- For this exercise, the students are required to discuss how different jobs might affect a writer. Put them into pairs.
- Ask them to read through the questions carefully and make sure they understand them.

- 3 Tell the students to discuss the questions in their pairs. Encourage them to use the language in the box to give their opinions. You may want to do an example with one of the pairs to demonstrate the idea.

Example:

Teacher: *In my opinion, the job you do is very important. You learn a lot about people when you work and you learn a lot about life, too.*

Student: *Yes, I agree. I think it is important that a writer knows different things about life.*

- 4 After the students have discussed the questions in pairs, continue the discussion with the whole class.

Suggested answers: _____

- a Jobs can give writers experiences that they can use in their writing.
 - b Interesting jobs, such as being a politician or a doctor, may give them more experiences to write about than a quieter job, such as a clerk.
 - c Interesting jobs where the person does a lot of things or meets lots of people. For example, a tour guide or a policeman.
 - d Their ability to watch or help other people, their experience with children or old people, travelling, a good education and so on.
-

3 Discuss the following in pairs.

- 1 Put the students into pairs.
- 2 Tell them to read through the questions and think about their answers. They can make notes if they wish.

- 3 Now, tell the students to answer the questions in pairs.
- 4 Ask some pairs to share their answers with the class.

Suggested answers: _____

- a In the modern world, most people do more than one job in their working career. Jobs and the skills needed to do them change with new technology and new ideas. People need to be flexible to adjust readily to new challenges.
 - b Someone who has worked as, for example, a scientist would make a good science teacher. Lawyers would perhaps make good politicians, as they know what can and cannot be done in law. A person who has been a soldier would make a good policeman. A person who has been a footballer or a sports teacher would make a good football manager. Someone who has worked as a travel agent or tour guide would make a good hotel manager.
-



1 Respond to each of the following situations.

- 1 Tell the students to read the sentences carefully.
- 2 Explain that they need to respond to each of the situations by writing a sentence, as in the given example.
- 3 Put the students into pairs and tell them to read their responses to each other.
- 4 Invite some pairs to share their answers with the class.
- 5 Now go through some of the possible answers with the class. There is no one correct answer for each situation.

Suggested answers:

- a In my opinion, modern novels are not as good as the classics. (given)
- b At 6 o'clock yesterday evening, I was finishing my homework.
- c I think the best thing about short stories is that things happen quickly.
- d When I was five, I used to read a newspaper written especially for children.

2 Plan a two-paragraph summary of the things you discussed in the Student's Book.

- 1 Explain that the students are going to write notes for two paragraphs about the role that jobs can play in helping someone to become a writer.
- 2 For paragraph one, tell them to write a list of jobs that can help the students to become good writers. If there are other things that students think can help someone to become a good writer, they can also note these down.
- 3 For paragraph two, tell the students to write notes, with examples, about how different jobs can help a writer to succeed.
- 4 Have the students compare their notes in pairs.

3 Write your summary 100-125 words.

- 1 Tell the students to use their notes to write a first draft of the two paragraphs.

4 Lesson 5

1 Respond to each of the following situations.

- a A friend asks for your opinion about modern novels.

In my opinion, modern novels are not as good as the classics.

- b Someone asks you what you were doing at six o'clock yesterday evening.

- c Someone asks you what you think the best thing is about short stories. Give your opinion.

- d A friend asks you what you used to read when you were five.

2 Plan a two-paragraph summary of the things you discussed in the Student's Book.

Paragraph 1 (Make a note of jobs that can help writers with their stories. Note the other things that can help writers with their work.)

.....

.....

.....

.....

.....

Paragraph 2 (How can doing a job help you succeed in a different career? Give some examples.)

.....

.....

.....

.....

.....

3 Write your summary in 100-125 words.

- a Write your first draft quickly. Follow the notes you made in your plan.
- b Read what you have written very carefully. Look for grammar and spelling mistakes. Check the correct spelling in your *Active Study Dictionary*.
- c Correct the mistakes, then write the final summary.



Assessment

Listening Task

Target element: revise the key listening activity and key vocabulary

Write the following sentences from the listening text on the board.

- 1 I've written stories and books for as long as I can remember.
- 2 No, I haven't written any short poems for over twenty years.
- 3 Do you use a pencil and paper?
- 4 My last book was changed six times before I was happy with it.

Ask the students to read the sentences and then to listen to the tape. Explain that there is one mistake in each sentence. Ask them to find the mistakes. You may need to play the tape several times. When they have completed the exercise, go through the answers with the class.

Answers: 1 *books poems*
 2 *poems stories*
 3 *pencil and paper computer*
 4 *book novel*

Speaking Task

Target element: discuss what things can be learnt from different jobs and revise vocabulary

On the board, write the following list of jobs. If the students don't know any of the words, they can look them up in their *Active Study Dictionary*.

aid worker	lawyer	doctor
factory worker	policeman	politician

Put the students into groups and ask them to discuss the things a writer can learn from each of these jobs and how it might help them with their writing.

Example:

Student: *Factory worker is a good job for a writer. You can learn about ordinary people and their problems. It would also help the writer to think about all people.*

Reading Task

Target element: revise the main text from the unit

Tell the students to reread the text on page 23 of the Student's Book. Write the gapped sentences (below) on the board and then put the students into pairs. Tell them to close their books and to complete the sentences.

- 1 He was an expert on ...
- 2 He worked abroad for more ...
- 3 Haqqi always wanted to help ...
- 4 Another of his stories, 'The Postman', was made ...
- 5 Haqqi also translated Russian, French, Italian and Turkish literature ...

Now tell the students to open their books and find the correct answers in the text. This is a good memory activity and helps them to try and rebuild the text as well as to skim and scan for the answers.

Answers: 1 *Arabic culture.*
 2 *than twenty years.*
 3 *poor and disabled people.*
 4 *into a film.*
 5 *into Arabic.*

Writing Task

Target element: revise key vocabulary and language from the unit

Ask the students to choose one job that they think is very interesting and that helps people to learn about life. Tell them to make notes about what people can learn from the job. Now tell them to write a few sentences about the job and to say what things a person could learn from it. Ask some students to read out their texts to the whole class.

UNIT 5

CHRISTIE: N OR M?

SB pages 26-30

WB pages 21-24

Objectives

Grammar

Passive verbs: past and present

Listening

Listen to check predictions and for specific information

Reading

Read for specific information and to understand reference words

Critical thinking

Discuss ways in which to help your country

Function

Give advice

Writing

An e-mail giving advice

UNIT 5 Agatha Christie: N or M?

Listening

- Check the meanings of these words in your *Active Study Dictionary*.
 amnesia excavation mousetrap
 murder (n) poison (n) shy
- In pairs, guess the correct answer from a, b or c about Agatha Christie.
 - What kind of books did Agatha Christie write?
 a crime b children's c science fiction
 - During the First World War, she worked as a
 a diplomat b nurse c teacher
 - Agatha Christie worked in Iraq with
 a a soldier b a travel agent c an archaeologist
- Listen to a talk about Agatha Christie and check your answers.
- Listen again and complete these sentences.
 - Agatha Christie never went to school. Instead she was taught *at home by her mother...*
 - She worked as a nurse and looked after
 - When her mother died, Agatha Christie
 - On her first journey on the Orient Express, she visited
 - She cleaned and repaired things that her husband found on
 - The Mousetrap* is the longest-running
 - Agatha Christie's novels have been translated
- Discuss these questions in pairs.
 - Have you read any of Agatha Christie's stories or seen any of the films?
 - How do you think Agatha Christie used information about medicines in her writing?
- The sounds of English
 - Listen and complete these sentences which contain the letters p or b.

1 Welcome to the *Book Programme*.....
 2 *The Mousetrap* has without a since 1952.
 3 Her have in over a hundred countries.
 - Compare answers with a partner, then listen again and repeat the sentences.

Objectives

Grammar Passive verbs: past and present



Listening Listen to check predictions and for specific information

Reading Read for specific information and to understand reference words

Critical thinking Discuss ways in which to help your country

Function Give advice

Writing An e-mail giving advice

LESSON 1

SB page 26

WB page 21

Before using the book:

- Books are normally sorted into genres. For example children's books, fiction (crime, thrillers, science fiction, romance, adventure), non-fiction (biography, sports, music, reference), and so on.
- Write the names of some genres on the board. Ask the students to tell you what each of the

genres means. You can explain the ones they don't understand.

Example:

Biography – a book about the life of person

Children's books – books that young people will enjoy

Presenter: *And she continued writing all her life, didn't she?*

Prof. Dunn: *Yes, she did. In all she wrote eighty crime stories, many of which were turned into films or theatre plays. Her most famous play is The Mousetrap, which was first performed in 1952. Since then, the play has been performed without a break and is the longest-running play in the world.*

Presenter: *That's incredible!*

Prof. Dunn: *It is. Her best books have been published in over a hundred countries and translated into over forty languages. Agatha Christie died, aged 85, in 1976.*

4 Listen again and complete these sentences.

- 1 Tell the students to read through the unfinished sentences carefully.
- 2 Explain that you are going to play the tape again and the students must listen and complete the sentences.
- 3 You may need to play the tape more than once.
- 4 Put the students into pairs to compare their answers.
- 5 Go through the answers with the whole class.

Answers:

- a at home by her mother. (given)
- b wounded soldiers.
- c disappeared for a week/was not seen for a week.
- d Baghdad and Ur.
- e excavations.
- f play in the world.
- g into over forty languages.

5 Discuss these questions in pairs.

- 1 Ask the students to read through the two questions.
- 2 Put the students into groups or pairs to discuss the questions.
- 3 Go through the answers with the whole class.

Suggested answers:

- a Students' own answers.
- b She knew about poisons from her work as a nurse and she used her knowledge in her murder stories. Many of the victims in her stories were killed by poison. She knew the effects of different poisons and how they might be discovered.

6 The sounds of English

- 1 Ask the students to read the gapped sentences.
- 2 Explain that you are going to play the tape and the students must listen and complete them.
- 3 You may need to play the tape more than once.
- 4 Put the students into pairs to compare the answers.
- 5 Go through the answers with the class.
- 6 Afterwards, put the students into different pairs to read out the sentences to each other for practice.

Answers:

- a
- 1 Book Programme. (given)
- 2 been performed, break
- 3 best books, been published

T A P E S C R I P T

Voice 1: *One.*

Voice 2: *Welcome to The Book Programme.*

Voice 1: *Two.*

Voice 2: *The Mousetrap has been performed without a break since 1952.*

Voice 1: *Three.*

Voice 2: *Her best books have been published in over a hundred countries.*

UNIT 5 Christie: N or M?

1 Change or add a word or phrase to correct the mistakes in these definitions.

- a amnesia being able to remember not being able to remember
- b excavation digging up the ground to find things from the present
- c murder the crime of hurting someone
- d poison something that may taste good if you eat or drink it
- e shy nervous and embarrassed about writing to other people
- f mousetrap equipment for feeding mice

2 Complete these sentences with words from Exercise 1.

- a Many children are shy about talking to their teacher when they first go to school.
- b All the fish in the river have died. Someone must have put in the water.
- c A man has been found dead in the road. The police think it was an accident, not
- d He banged his head and is now suffering from
- e After they saw the mouse, they decided to put a in the kitchen.
- f Archaeologists are planning a new in the south of the country.



3 Use your Active Study Dictionary to answer these questions.

- a The noun for the action is *crime*. What is the noun for the person? criminal
- b The adjective is *shy*. What is the noun?
- c The noun is *poison*. What is the adjective?
- d The noun is *excavation*. What is the verb?
- e The noun for the action is *murder*. What is the noun for the person?

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4 Go through the answers with the class.

Answers:

- a not being able to remember (given)
b digging up the ground to find things from the past
c the crime of killing someone
d something that may kill or harm you if you eat or drink it
e nervous and embarrassed about talking to other people
f equipment for catching, and often killing, mice

2 Complete these sentences with words from Exercise 1.

- 1 Ask the students to read through the gapped sentences.
- 2 Explain that they must use words from Exercise 1 to complete the sentences.
- 3 Once they have done the activity, go through the answers with the class.

Answers:

- a shy (given) b poison
c murder d amnesia
e mousetrap f excavation

3 Use your Active Study Dictionary to answer these questions.

- 1 Tell the students to read carefully through the questions.

2 Explain that they need to look up the words in their *Active Study Dictionary* and then write the answers in the spaces provided.

- 3 Put the students into pairs to compare their answers.

- 4 Go through the answers with the class.

Answers:

- a criminal (given) b shyness
c poisonous d excavate
e murderer



WORKBOOK

page 21

1 Change or add a word or phrase to correct the mistakes in these definitions.

- 1 Ask the students to look at the words and the definitions.
- 2 Explain that there is a mistake in each definition for the students to find and correct, as in the given example.
- 3 Put the students into pairs to compare their answers.

LESSON 2

SB page 27

WB page 22

Language focus

Passive verbs: past and present

1 Study these sentences from the listening text, then do the following.

- 1 Tell the students to read through the sentences in the box. Explain that they are all from the listening passage in Lesson 1.
- 2 Quickly revise active and passive verbs by asking for examples from the students.
- 3 Ask the students to underline the passive verbs in the sentences and to write the name of the verb tenses.
- 4 The students then rewrite the sentences in their exercise books in the active form. Make sure they understand that for some of the active sentences, they will have to supply a suitable subject.
- 5 Put the students into pairs to compare their answers to parts *a* and *b*.
- 6 Go through the answers with the class.

Answers:

- 1 was taught simple past passive (given)
 - 2 is thought present simple passive
 - 3 is reported, were found present, past passive
 - 4 are based present simple passive
 - 5 has been performed present perfect passive
 - 6 have been published present perfect passive
- 1 Agatha's mother taught her at home. (given)
 - 2 People think she suffered from amnesia.
 - 3 People reported that she cleaned and repaired some of the things that were found.
 - 4 She based some of her stories on her travels to these countries.
 - 5 Since then they have performed the play without a break.
 - 6 Publishers have published her best books in over a hundred countries.

2 Write this text as a newspaper report using passive verbs where possible.

- 1 Tell the students to read the text carefully.

Language focus

Passive verbs: past and present

Grammar rev p125 UNIT 5

1 Study these sentences from the listening text, then do the following.

- a Underline the passive verbs and write what tense they are.
- b Write the sentences again in your exercise books using active verbs. You will have to choose a subject for some of your sentences.

- 1 Agatha was taught at home by her mother. *Simple past passive, Agatha's mother taught her at home.*
- 2 She is thought to have suffered from amnesia.
- 3 It is reported that she cleaned and repaired some of the things that were found.
- 4 Some of her stories are based on her travels to these countries.
- 5 Since then, the play has been performed without a break.
- 6 Her best books have been published in over a hundred countries.

DON'T FORGET
Not all passive sentences include an agent (the person who does the action). Sentence 1 includes an agent (*her mother*), but sentence 2 does not.

2 Write this text as a newspaper report using passive verbs where possible.

Agatha Christie wrote *The Mousetrap* in 1947.

The Mousetrap was written in 1947 by Agatha Christie.

She wrote it as a radio play called *Three Blind Mice*.

The main actors played the same characters for the first eleven years.

Since then, they have changed the actors many times.

The Mousetrap is a crime story about a group of guests who do not know each other.

They spend the night in a hotel because of heavy snow.

One of the guests is a police officer. During the night, someone murders one of the guests.

By the end of the play, the police officer has solved the crime.

3 In pairs, talk about recent news stories to complete these phrases.

- a It has been reported that...
- b It is now known that...
- c ...is/are believed to be...
- d It is thought that...

It is now known that last month was the hottest for two years.

It has been reported that foreign tourism increased by 20% last year.

- 2 Explain that their task is to rewrite the text using passive verbs where possible.
- 3 Look at the example with the class and make sure the students understand what they must do.
- 4 Put the students into pairs to compare their answers.
- 5 Go through the answers with the class.
- 6 Ask some students to read their sentences to the class.

Answers:

The Mousetrap was written in 1947 by Agatha Christie. (given)

5

Lesson 2

1 Use the verbs in brackets to write passive sentences.

- a *The Mousetrap*/as a radio play/1947 (*write*)
The Mousetrap was written as a radio play in 1947.
- b Agatha Christie's books/more than 40 languages (*translate*)

- c 2008 Olympic Games/millions of people all over the world (*watch*)

- d Petra/the Romans/CE 106 (*capture*)

- e The Eiffel Tower/Paris/Gustave Eiffel/1889 (*design*)

- f The Cairo Metro/about two million passengers every day (*use*)

2 Change these active sentences into the passive.

- a They have made many of Agatha Christie's stories into films and TV programmes.
Many of Agatha Christie's stories have been made into films and TV programmes.
- b A 78-year-old man has won this year's prize for crime fiction.

- c Three hundred million people saw the last World Cup Final on TV.

- d They speak English and Arabic in most tourist offices.

- e Someone has broken one of our classroom windows.

3 Make passive sentences using these newspaper headlines and the expressions below.

- a **Famous tennis player hurt in city centre accident**
A famous tennis player is believed to be hurt *after a city centre road accident*.
- b **Increasing numbers of tourists visited Egypt last year**
 It is now known that Egypt
- c **Schools teach languages to younger pupils**
 It is believed that
- d **Archaeologists have found a new pyramid at Saqqara**
 It has been reported that

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It was written as a radio play called *Three Blind Mice*. The main characters were played by the same actors for the first eleven years. Since then, the actors have been changed many times. *The Mousetrap* is a crime story about a group of guests who are not known to each other. The night is spent (by the guests) in a hotel because of heavy snow. One of the guests is a police officer. During the night, one of the guests is murdered. By the end of the play, the crime has been solved by the police officer.

3 In pairs, talk about recent news stories to complete these phrases.

- Ask the students to think of several recent news stories. Write their ideas on the board.
- Read through the passive phrases in parts a to d with the class and explain that they can use these phrases to talk about some of the news stories. Then look at the examples with the class.
- Put the students into pairs and ask them to talk in the same way about the news stories listed on the board.
- Invite some pairs to perform their dialogues for the class.



WORKBOOK

page 22

1 Use the verbs in brackets to write passive sentences.

- Tell the students to read through the sentences. Explain that they must to use the verb in brackets to write the sentences in the passive.
- Look at the example with the class and tell them to write the remaining sentences in the same way.
- Go through the answers with the students.

Answers:

- a *The Mousetrap* was written as a radio play in 1947. (given)
- b Agatha Christie's books have been translated into more than forty languages.
- c The 2008 Olympic Games were watched by millions of people all over the world.
- d Petra was captured by the Romans in CE 106.
- e The Eiffel Tower in Paris was designed by Gustave Eiffel in 1889.
- f The Cairo Metro is used by about two million passengers every day.

2 Change these active sentences into the passive.

- Explain that the students must change the active sentences into passive sentences.

- Tell them to read carefully through the sentences.
- Then ask them to rewrite the sentences in the passive form.
- Put the students into pairs to compare their answers.
- Go through the answers with the class.

Answers:

- Many of Agatha Christie's stories have been made into films and TV programmes. (given)
- This year's prize for crime fiction has been won by a 78-year-old man.
- The last World Cup Final was seen on TV by three hundred million people.
- English and Arabic are spoken in most tourist offices.
- One of our classroom windows has been broken (by someone).

3 Make passive sentences using these newspaper headlines and the expressions below.

- Ask the students to read through the newspaper headlines.
- Put the students into pairs to discuss what has happened in each headline.
- Explain that the students must use the words below each headline to create a passive sentence about the headline, as in the given example.
- Put the students into different pairs to compare their answers.
- Ask some students to read their sentences to the class.
- Go through the answers with the whole class.

Answers:

- A famous tennis player is believed to be hurt after a city centre road accident. (given)
- It is now known that Egypt was visited by an increasing number of tourists last year.
- It is believed that younger pupils are (being) taught languages in schools.
- It has been reported that a new pyramid has been found by archaeologists at Saqqara.

5 Reading

1 Check the meanings of these words in your Active Study Dictionary.

headquarters identity innocent
invasion secret agent spy
suspect (n) transmitter

2 Read this summary of Agatha Christie's *N or M?* and find the names of the spies' leaders.

3 Are these sentences True or False? Correct the false ones.

- At the beginning, an invasion has just taken place. *False. At the beginning, an invasion may take place.*
- The government knows the identity of the spies' leaders, but does not know where they are.
- The government believes that the spies' headquarters may be somewhere near the sea.
- Carl von Deinim, Mr Bletchley and Mr Haydock sometimes play golf together.
- At first, Tommy and Tuppence think that the scientist may be one of the spies.
- Tommy is captured on his way to Haydock's house.

4 What do these words and phrases in bold from the reading refer to?

- Nobody knows **their identity**.
The identity of the spies
- They** meet the other hotel guests.
- The three men** sometimes play golf together.
- They soon discover that **both** are innocent.
- Tommy leaves **his friend's** house.
- It is the shy Mrs Sprot.

5 Discuss this question in pairs.

Do you enjoy stories like this? Why/Why not?

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N or M?



It is a time of war in England and everyone knows that there could be an **invasion** at any time. The government knows that the enemy is being helped by a dangerous group of **spies** inside the country, but nobody knows their **identity**. But it is believed that the spies' **headquarters** is a small hotel on the coast, and that the spies' leaders are a man and a woman.

Two **secret agents**, Tommy Beresford and his wife Tuppence, are sent to the hotel to find these spies. They meet the other hotel guests and the people from the town. The guests include Mr Bletchley, a retired soldier; Mrs Sprot, a shy young woman; and Carl von Deinim, a scientist. Mr Bletchley introduces Tommy to Mr Haydock, a retired sailor who lives in a house overlooking the sea. The three men sometimes play golf together.

The Beresfords' first **suspects** are the hotel owner and the scientist,

LESSON 3

SB page 28

WB page 23

Reading

1 Check the meanings of these words in your Active Study Dictionary.

- Ask the students to look at the words in the box. Explain that they are all words that are included in the text 'N or M?'
- Explain that you are going to read out the words and they must mark the stress on each word by underlining the part of the word that has the stress.

- 3 Now tell the students to look up the meanings of the words in their *Active Study Dictionary*.

Answers:

<u>headquarters</u>	the place from which a company, organisation, or military action is controlled
<u>identity</u>	who someone is
<u>innocent</u>	not guilty of a crime
<u>invasion</u>	the act of entering a country using military force in order to take control
<u>secret agent</u>	someone who works for a government and tries to get secret information about another country or organisation
<u>spy</u>	someone whose job is to find out secret information about a country or organisation
<u>suspect</u> (n)	someone who may be guilty of a crime
<u>transmitter</u>	a piece of equipment that sends out radio or television signals

2 Read this summary of Agatha Christie's *N or M?* and find the name of the spies.

- 1 Ask the students to read through the text quickly.
- 2 Tell them to find the names of the spies.

Answer:

Mr Haydock and Mrs Sprot

3 Are these sentences *True* or *False*? Correct the false ones.

- 1 Ask the students to read through the sentences.
- 2 Explain that some of the sentences are correct and some of them are incorrect.
- 3 Tell the students to write *True* or *False* next to each sentence and to correct the false sentences.
- 4 Put the students into pairs to compare their answers.
- 5 Go through the answers with the class.

Answers:

- a False. At the beginning, an invasion may take place. (given)
- b False. The government doesn't know who the spies are, but it knows where they may be.
- c True.
- d False. Mr Bletchley, Mr Haydock and Tommy sometimes play golf together.
- e True.
- f False. Tommy is captured on way his back to the hotel from Haydock's house.

4 What do these words and phrases in bold from the reading refer to?

- 1 Tell the students to read through the sentences carefully.
- 2 Put them into pairs to discuss what the words in bold refer to.
- 3 Ask some students to share their answers with the class.
- 4 Go through the answers with the class.

Answers:

- a The identity of the spies (given)
- b Tommy and Tuppence Beresford
- c Mr Bletchley, Mr Haydock and Tommy
- d The hotel owner and the scientist, Carl von Deinim
- e Mr Haydock's
- f the other spy leader

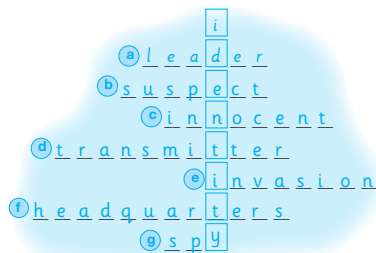
5 Discuss this question in pairs.

- 1 Put the students into pairs or small groups to discuss the questions.
- 2 Ask the students to discuss whether they enjoy reading about things like mystery, spies, war, secrets – stories like *N or M?*
- 3 Go round and encourage the students to give reasons for their answers.
- 4 Invite some students to share their answers with the class.

Students' own answers

**1 Complete the puzzle to find a word.**

- Tell the students to read through the definitions.
- Explain that they must think of the word for each definition and use it to complete the word puzzle.
- Go through the answers with the class and revise the correct pronunciation of and stress in each word.

Answers: _____**2 Complete these sentences with words from Exercise 1.**

- Ask the students to read through the gapped sentences.
- Tell the students to use a word from Exercise 1 to complete each sentence.
- When they have completed the exercise, go through the answers with the class.

Answers: _____

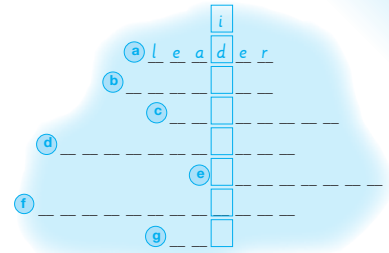
- a suspect (given) b transmitter
c spy d identity
e invasion

3 Use your Active Study Dictionary to complete these sentences with the correct form of the word in brackets.

- Tell the students to read through the gapped sentences.
- Explain that they must use the correct form of the word in brackets to complete each sentence.

1 Complete the puzzle to find a word.

- a a person who leads
b a person you think may have done a crime
c someone who is not guilty
d equipment that sends radio signals
e entering another country to take control
f the place from which a company or action is controlled
g a person who finds out information about another country or organisation

The word in the boxes is _____**2 Complete these sentences with words from Exercise 1.**

- a Police are looking for someone who stole a car yesterday. The main suspect is a man in his forties.
b They are using a very powerful _____ to send signals to the astronauts.
c Working as a _____ in a foreign country can be a very dangerous job.
d In many countries, people have to carry an _____ card to prove who they are.
e In Britain in the 1940s, people were afraid of an _____ by the enemy.

3 Use your Active Study Dictionary to complete these sentences with the correct form of the word in brackets.

- a The Romans invaded Britain in 43 BCE. (*invasion*)
b We saw a lot of photographs, but we couldn't _____ the man we'd met. (*identity*)
c How did the man prove his _____? (*innocent*)
d The enemy used radios to _____ messages to their ships. (*transmitter*)
e They _____ that the driver had been going very fast at the time of the accident. (*suspect*)



- Tell them they can use their *Active Study Dictionary* to help them complete the activity.

- Put the students into pairs to compare their answers.

- Go through the answers with the class.

Answers: _____

- a invaded (given) b identify
c innocence d transmit
e suspected

LESSON 4

SB page 29

Critical thinking

UNIT 5

but they soon discover that both are **innocent**. Then they hear that the invasion is planned for the following week. This means they have seven days to find the enemy and save the country from invasion.

One day, after a game of golf, Tommy finds a radio **transmitter** hidden in Mr Haydock's bathroom and realises that Haydock is one of the spies. Haydock does not seem worried by Tommy's discovery. Tommy leaves his friend's house, but on the way back to his hotel, he is captured and locked in a room.

Tuppence discovers the other spy leader. To everyone's surprise, it is the shy Mrs Sprot. The police arrest her and soon find Mr Haydock. Tommy is set free.

Without the help of the spies' leaders, the invasion cannot take place. Tommy and Tuppence have saved the country!

1 Answer the following questions.

- Where are the two secret agents sent? Who sends them? *They are sent to a small hotel on the English coast by the government.*
- Who is Carl von Deinim?
- Where does Tommy find the radio transmitter?
- Why do you think a small hotel on the coast is a good place for spies to hide?
- Why do you think Mr Haydock lets Tommy leave his house after his discovery of the radio transmitter?
- Why do you think people are surprised that Mrs Sprot is one of the spies?

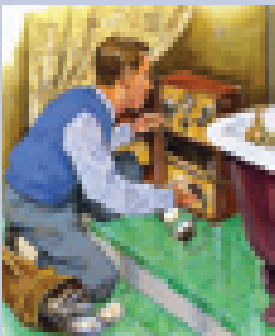
2 Read this quotation from the story and discuss the questions.

The Beresfords' first suspects are the hotel owner and the scientist, but they soon discover that both are innocent. Then they hear that the invasion is planned for the following week. This means they have seven days to find the enemy and save the country from invasion.

- Why do you think the scientist is one of the Beresfords' first suspects?
- Why do you think finding the spies will help to save the country from invasion?

3 Discuss this question in pairs.

What qualities do you think Tommy and Tuppence have that help them to solve crimes like this?



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Answers:

- They are sent to a small hotel on the English coast by the government. (given)
- He is a scientist and a guest at the hotel.
- He finds it hidden in Mr Haydock's bathroom.

Suggested:

- The hotel probably has many people from different countries visiting, so new people to the area would not be noticed. It is by the coast so it may be easier to escape from and to send messages from.
- He probably wants time to think of a plan to capture him.
- Because she seemed shy.

2 Read this quotation from the story and discuss the questions.

- Ask the students to read through the quotation in the box.
- Put the students into pairs to discuss the two questions.
- Go through the answers with the class. Invite some students to share their answers with the whole class and to give reasons for them.

Suggested answers:

- A scientist is usually clever and would know many things.
- The spy leaders probably controlled many other spies – without these two, the other spies would be leaderless. Maybe they were caught before they could pass on very important information to enable the invasion.

Critical thinking

1 Answer the following questions.

- Ask the students to read the text 'N or M' on pages 28 and 29 again.
- Put the students into pairs.
- Ask them to read through the questions and discuss the answers.
- Tell them to write their answers in the spaces provided.
- Go through the answers with the class.

3 Discuss this question in pairs.

- Put the students into pairs. Tell them to read the question and discuss their answers.
- Ask some pairs to share their answer with the whole class.

Suggested answer:

They are brave, intelligent, patient, good actors, patriotic, and hard working.

LESSON 5

SB page 30

WB page 24

Communication

1 When Hamid leaves school, he wants to do something to help other people. Listen to five people giving him advice.

- 1 Ask the students to look at the picture of Hamid. Read his speech bubble with them and ask them to say what advice they could give to Hamid.
- 2 Write the students' ideas on the board.
- 3 Now play the tape through once and discuss if the students thought of any of the same ideas as they heard on the tape.
- 4 Play the tape again and ask the students to decide which they think is the best advice.
- 5 Put the students into pairs to compare their answers.
- 6 Go through the answers with the class. Ask some students to share their ideas with the class.

TAPESCRIPT

- Speaker 1: *I think you should help some of the many people who can't read.*
- Speaker 2: *If I were you, I'd work for a children's charity for a year.*
- Speaker 3: *Why don't you work for an Egyptian Tourist Office in another country?*
- Speaker 4: *You could organise sports activities for children in their school holidays.*
- Speaker 5: *I think it'd be a good idea to train to be a doctor. That's the best way to help other people.*

2 Listen again and tick the phrases the speakers use to give advice.

- 1 Ask the students to look at the list of phrases in the box.
- 2 Tell them you are going to play the tape again

UNIT 5

Communication

1 When Hamid leaves school, he wants to do something to help other people. Listen to five people giving him advice.

- a Which do you think is the best advice?
- b Compare ideas with a partner.

2 Listen again and tick the phrases the speakers use to give advice.

- ☒ I think you should...
- ☐ Why don't you...?
- ☐ If I were you, I'd...
- ☐ What about -ing...?
- ☐ I think it'd be a good idea to...
- ☐ You could...
- ☐ The best thing you could do would be to...

When I finish school, I'd like to do something to help other people. What advice can you give me?

3 Work in groups of five and do the following.

- a Each student should think of a problem you would like the other students in your group to help you with. Start like this:

Problem

*I'd really like to ..., but I'm not sure about the best way of doing it.
What advice can you give me?*

- b Write your question on a piece of paper, then give it to another student in your group.
- c Think of an answer to the question you have been given. Use one of the phrases from Exercise 2.
- d Take turns to read the questions and your answer to it.
- e After each student speaks, other members of the group should give their own advice for each problem.



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and they must tick any phrases in the box that they hear on the tape.

- 3 You may need to play the tape several times.
- 4 Now go through the answers with the class.

Answers:

- ✓ I think you should ... (given)
- ✓ Why don't you ...
- ✓ If I were you, I'd ...
- What about -ing ...
- ✓ It think it's be a good idea to ...
- ✓ You could ...
- The best thing you could do would be to ...

UNIT 5 Lesson 5

1 Respond to each of the following situations.

- a A friend asks for your advice about keeping fit. Advise him.
If I were you, I'd go swimming every day.
- b You want some advice from a friend about how you can eat more healthily. What do you ask?

- c A friend wants to meet new people, but he/she is very shy. Make a recommendation.

- d Ask your teacher for advice about how to do well in the next English test.

2 Read part of an e-mail you have received from an English friend who wants your advice.

We are doing a project about archaeology in Egypt and I'd really like to know more about your country's history. I may be able to visit Egypt later in the year, but at the moment I'm too busy with school work. Is there anywhere you would advise me to look for information? Are there any good websites you know about, or maybe books? I'm especially interested in any recent excavations. I look forward to hearing from you.
 Best wishes,
 Sam

3 Plan a reply to this e-mail giving your friend advice about where to look for information. Make notes under these headings.

- Places in Egypt that could be visited

- Internet websites that can be studied

- Books or magazines that can be read

4 Write your e-mail reply in 125–150 words.

- a Follow the notes you made in your plan and use some of the phrases from the Student's Book to give advice. This is an e-mail to a friend, so use informal language.
- b Read what you have written very carefully. Look for grammar and spelling mistakes. Check the correct spelling in your *Active Study Dictionary*.
- c Correct the mistakes, then write the final e-mail.

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- 5 Explain that each student should read the problem they have received from another student and think about the answer to it.
- 6 Now tell the students to take turns to read out the problem they were given from another student and to suggest an answer. Other students in the group can then suggest their answers, too.
- 7 Invite some groups to share their problems and answers with the class. Encourage class discussion of the problems and answers.

Students' own answers



WORKBOOK

page 24

1 Respond to each of the following situations.

- 1 Tell the students to read through the situations carefully.
- 2 Revise the advice phrases from Exercise 2 in the Student's Book and explain that they can use these in their response to each situation.
- 3 Look at the example with the class and tell the students to write a response to each of the remaining situations.
- 4 Put the students into pairs and tell them to read out their responses to each other.
- 5 Now go through some of the possible answers with the class. There is no one correct answer to each situation.

Suggested answers: _____

- a If I were you, I'd go swimming every day. (given)
- b I'd like to eat more healthily. What do you think I should do?
- c I think it'd be a good idea for you to join a sports club.
- d I'd like to do well in the next English test. What do you think I should do?

3 Work in groups of five and do the following.

- 1 Ask the students to think of some different problems as a group, for example, national problems such as pollution, traffic or poverty, or something more local to do with their town, school or their own life.
- 2 Put the students into groups of five.
- 3 Tell each student to choose and write down a problem. Direct them to the example in question a, and tell them to write their problem on a piece of paper in a similar way.
- 4 Ask the students to give their problem to one of the other students in their group and to take a problem from one of the other students.

2 Read part of an e-mail you have received from an English friend who wants your advice.

- 1 Ask the students to read the e-mail extract.
- 2 Tell them to underline any difficult vocabulary.
- 3 Ask students to read out any vocabulary they have underlined.
- 4 Write the words on the board.
- 5 Tell the students to look up the meanings of the words in their *Active Study Dictionary*.

3 Plan a reply to this e-mail giving your friend advice about where to look for information. Make notes under these headings.

- 1 Explain that the students are going to plan their reply to the e-mail from Sam.
- 2 Put them into groups and tell them to discuss different ideas for the three headings.
- 3 Encourage them to make notes in their books.
- 4 Ask one student from each group to read out their ideas for the three headings.

4 Write your e-mail reply in 125-150 words.

- 1 Tell the students to use their notes to write their e-mail reply.
- 2 Remind them that their e-mail is to a friend, so the language should be informal.
- 3 Put the students into pairs and ask them to exchange e-mails.
- 4 The students can check their partner's work and point out any grammar or spelling mistakes.
- 5 The writer of the e-mail can look up any queried spellings in their *Active Study Dictionary*.
- 6 Ask the students to rewrite their e-mails, correcting any mistakes.
- 7 Ask some of the students to read out their e-mails to the whole class.

Suggested answers: _____

- Places in Egypt that could be visited: the Pyramids, the Egyptian Museum, Luxor, Aswan, Kharga and Dhakhla, the Egyptian Geological Museum (Maadi), the Graeco-Roman Museum (Alexandria)
- Suggested phrases to type into a search engine: **Egyptian museum, Egypt tourism, Zahi Hawass, museums in Egypt**
- Books or magazines that can be read: Books by Zahi Hawass. Type into a search engine: **books about Egypt, Egypt magazines**

Assessment

Listening Task

Target element: revise the listening activity from Student's Book Lesson 5 Exercise 1

Write the sentences listed below on the board. Explain to the students that they must listen carefully to the tape as they read the sentences to find the one mistake in each sentence. Tell them to correct the mistakes.

- 1 If I were you, I'd work for a children's charity for a month.
- 2 I think you should help some of the many children who can't read.
- 3 Why don't you work for an Egyptian tourist office in another city?
- 4 You could organise sports games for children in their school holidays.
- 5 I think it'd be a good idea to train to be a teacher. That's the best way to help other people.

Answers:

- | | |
|-------------------------|---------------------------|
| 1 <i>month year</i> | 2 <i>children people</i> |
| 3 <i>city country</i> | 4 <i>games activities</i> |
| 5 <i>teacher doctor</i> | |

Speaking Task

Target element: practise and use some of the key vocabulary and grammar from the unit

On the board, write the following list of problems.

- There is not enough food in the world.**
There are too many cars in our cities.
Many people can't read or write.
Many of our rivers and seas are dirty.

Put the students into pairs and ask them to think about what we could do to solve these problems. Tell them to think of three or four solutions for each problem. Encourage the students to use *We*.

Example:

- Teacher: *There are too many cars in our cities.*
 Student 1: *I think we should make more use of buses.*
 Student 2: *What about stopping cars from coming into the city centre?*

Reading Task

Target element: read and comprehend an e-mail

Tell the students to read the e-mail sent by Sam on page 24 of the Workbook. Write the sentences listed below on the board. Ask the students to read them and decide if they are true or false. Tell them to correct the false statements.

- 1 Sam is doing a project about education.
- 2 It is possible that he will visit Egypt later in the year.
- 3 Sam is very busy at the moment with school work.
- 4 He is looking for information about living in Egypt.
- 5 He is not interested in excavations.

Answers:

- 1 *False. He is doing a project about archaeology in Egypt.*
- 2 *True.*
- 3 *True.*
- 4 *False. He is looking for information about Egypt's history.*
- 5 *False. He is especially interested in any recent excavations.*

Writing Task

Target element: writing a paragraph to a friend giving advice about a problem

Tell the students to imagine that their friend is having problems learning English. Tell the students to write a short paragraph giving advice about how best to study English. Write the following topics on the board to help the students.

Reading textbooks/magazines/stories

Listening to the radio/internet/TV/CDs

Writing a blog/diary/stories

Speaking with a pen friend

Tell some of the students to read out their ideas to the class.

UNIT 6

THE IMPORTANCE OF TREES

SB pages 31-35

WB pages 25-28

Objectives

Grammar

Zero and first conditionals

Listening

Listen for gist, for specific information and to guess the meanings of unknown words

Reading

Read for gist and to distinguish fact from opinion

Critical thinking

The importance of the natural world

Function

Give instructions

Writing

A list of instructions

UNIT 6 The importance of trees

Listening

- 1 Check the meanings of these words in your *Active Study Dictionary*.
bark (n) harden ring (n) tube
- 2 Discuss these questions in pairs.
 - a How old and tall can trees be?
 - b What do the parts of the tree in the picture do or show?
 - c How can we find the age of a tree without cutting it down?
 - d Listen to a radio programme about trees and check your ideas.
- 3 Listen again and choose the correct answers.
 - a The world's tallest tree is nearly ~~84~~ **94** metres tall.
 - b The tallest tree is between two and three **hundred/thousand** years old.
 - c Tubes carry water from the **roots/bark** to the leaves.
 - d Goats and other animals can **kill/eat** trees by damaging the bark.
 - e Every year, soft **cells/tubes** below the bark of a tree form new wood.
 - f When a thin piece of wood is removed from a tree, **little/a lot of** damage is done to the tree.
 - g The more rain there is in a year, the **narrower/wider** the tree rings are.
- 4 Guess the meaning of the red words from the listening text.
 - a How is it possible to **calculate** the age of a tree?
 - b Then we **extract** a very thin piece of wood.
 - c The **width** of the ring depends on the climate.
- 5 Discuss the trees in your area in pairs.
 - a Where do your local trees grow, e.g. in parks, in gardens, on farms, along the side of the street?
 - b Are they grown for fruit, for wood, for shelter or for something else?
- 6 The sounds of English
 - a It is sometimes difficult to hear where one word ends and the next word starts. Listen to some common phrases and write what you hear in your exercise books.
1 **Go and see it.**
 - b Listen again and repeat the phrases.

Objectives

Grammar Zero and first conditionals

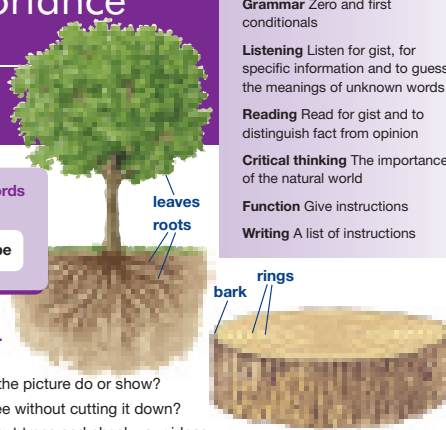
Listening Listen for gist, for specific information and to guess the meanings of unknown words


Reading Read for gist and to distinguish fact from opinion

Critical thinking The importance of the natural world

Function Give instructions

Writing A list of instructions





LESSON 1

SB page 31

WB page 25

Before using the book:

- Trees are everywhere, though not in as many places as they used to be! Ask the students what trees provide us with. Tell them you want them to think of all the things we use trees for. Put the students into groups and tell them to think of as many things as they can.
- Now ask some of the students to read out their answers. Possible answers include furniture, doors, cooking utensils, fences, sheds, houses, boats, fruit, paper, medicines. We use wood to make things and for heating and building.

Listening

1 Check the meanings of these words in your *Active Study Dictionary*.

- Write the words from the box on the board. Read out the words on the board. Only one word has two syllables. Mark the stress on the word.
- Now tell the students to look up the words in their *Active Study Dictionary*.

Answers:

<u>bark</u>	the material that forms the surface of the wood of a tree
<u>harden</u>	to become firm or stiff
<u>ring</u>	an object in the shape of a circle
<u>tube</u>	a pipe that liquids or gases go through

2 Discuss these questions in pairs.

- Ask the students to look at the questions. Put the students into pairs. Tell them to discuss the questions. Ask some of the students to share their answers with the whole class.
- Play the tape and get the students to listen and find the correct answers. You may need to play the tape more than once. Go through the answers with the class.
- You can tell the students that the photo at the bottom of the page is a Giant Sequoia tree in California, USA.

Answers:

- Around 2,700 years old and 84 metres tall.
- The leaves take in light; the roots take in water from the earth for the tree; the bark protects the living part of the tree; the rings show how much the tree grows.
- You can extract a thin piece of wood, by drilling a hole in the tree, and count the rings on this thin piece

TAPESCRIPT

Presenter: In today's Natural World, Professor Jeremy Beech is going to answer listeners' questions about trees. Welcome to the programme.

Prof. Beech: Hello.

Presenter: Can we have our first question, please?

Female caller: Hello, I'd like to ask the professor about the tallest tree in the world. Where is it and how tall is it?

Prof. Beech: The tallest tree in the world is a Giant Sequoia and it's in California. It's 83.8 metres tall. Scientists say it is between 2,300 and 2,700 years old.

Presenter: That's incredible! Now, let's move on to our second caller.

Boy caller: Hello. I know a tree's leaves help it to take in light from the sun. But I'd like to ask what the bark of a tree does.

Prof. Beech: Well, the bark is like our skin – it protects the living part of the tree and the tubes which carry water from a tree's roots to its leaves. If the bark is badly damaged, the tree dies. Animals, such as goats, love eating bark, so it's especially important to keep animals away from young trees.

Presenter: Thank you. What's the next question?

Male caller: Hi. I'd like to ask: how is it possible to calculate the age of a tree by counting its rings, without cutting the tree down?

Presenter: Good question. Perhaps you could start by explaining what the rings are that this caller is referring to.

Prof. Beech: Well, most trees grow bigger every year. Just under the bark, there's a circle of soft cells which hardens every spring or summer. This forms a ring of new wood each year. This means we can calculate the age of the tree by counting the rings.

Presenter: You can see the rings if you cut the tree down. But how do you do this without killing the tree?

Prof. Beech: We can drill into the tree to make a deep, narrow hole. We then extract a very thin piece of wood which does no damage to the tree.

Presenter: And are the rings the same width every year?

Prof. Beech: No, they aren't. The width depends on the climate and the amount of rain. If there's a lot of rain during the year, the rings are quite wide. If it's a dry year, the rings are narrower. In this way, we can find out what the weather was like hundreds of years ago when the tree was younger.

Presenter: Really? Well, I'm afraid that's all we have time for in today's programme. Thanks to everyone.

3 Listen again and choose the correct answers.

- 1 Tell the students to read the sentences. Explain that they must choose the correct alternative word to complete each sentence.
- 2 Play the tape again. The students should circle the correct answer. You may need to play the tape more than once.
- 3 Go through the answers with the class.

Answers:

a 84 (given)	b thousand	c roots	d kill
e cells	f little	g wider	

4 Guess the meaning of the red words from the listening text.

- 1 There are three sentences for the students to look at. Tell them to read the three sentences and think about the meaning of the red word in each sentence.
- 2 Go through the answers with the class.

Answers:

<u>calculate</u> :	to find out something or measure something by using numbers (Students already know the word <i>calculator</i> and what one uses it for.)
<u>extract</u>	to remove something (Students should be able to guess the meaning of this word from the context.)
<u>width</u>	the distance from one side of something to the other

5 Discuss the trees in your area in pairs.

- 1 Tell the students to read the two questions and think about the answers. Put the students into pairs. Tell them to discuss the answers.
- 2 Ask some of the students to share their answers and have a class discussion about the trees in your area and what they are used for.

6 The sounds of English

- 1 Sometimes students find it hard to hear where one word ends and the next word starts. Explain that you are going to play the tape and the students must listen and write the phrases they hear in their exercise book. You may need to play the tape several times.
- 2 Put the students into pairs and ask them to compare their answers. Go through the answers with the students.
- 3 Put them into pairs again. One student says a number and the other student tries to say the phrase the way they heard it on the tape.

Example:

Student 1: *Two.*

Student 2: *Sit down.*

- 4 Continue in the same way, making sure all the students practise each of the phrases.

Answers:

- | | |
|--------------------------|--------------------|
| 1 Go and see it. (given) | 2 Sit down. |
| 3 Come and see me. | 4 Go and tell him. |
| 5 Look at this. | |

T A P E S C R I P T

Narrator: *One.*

Voice: *Go and see it.*

Narrator: *Two.*

Voice: *Sit down.*

Narrator: *Three.*

Voice: *Come and see me.*

Narrator: *Four.*

Voice: *Go and tell him.*

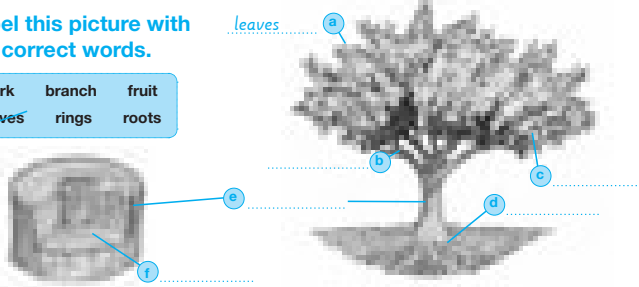
Narrator: *Five.*

Voice: *Look at this.*

UNIT 6 The importance of trees

1 Label this picture with the correct words.

bark branch fruit
leaves rings roots



2 Complete these sentences with words from Exercise 1.

- a The roots are the parts of trees that grow under the ground and find water.
 b The hard outside part of a tree is called the bark.
 c Leaves are the flat green parts at the ends of the branches of a tree.
 d A fruit grows on a plant or tree and has seeds inside.
 e Every year, trees grow extra rings of new wood.

3 Look at these adjectives. Use your Active Study Dictionary to find the nouns.

- a wide width b long length c high height
 d deep depth e strong strength

4 Use your Active Study Dictionary to complete these sentences with the correct form of the adjective in brackets.

- a Every year, the cells under the bark of a tree harden and become new wood. (*hard*)
 b This road is too narrow for all today's traffic, so they're going to widen it. (*wide*)
 c That old bridge over the river is very weak. They'll have to strengthen it soon. (*strong*)
 d My new trousers are too long, so my mother is going to shorten them for me. (*short*)
 e This knife doesn't cut very well. I need to sharpen it. (*sharp*)
 f That film is so popular that the queues to see it lengthen every day. (*long*)

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2 Complete these sentences with the words from Exercise 1.

- 1 Tell the students to start by reading the gapped sentences. Explain that they must use the words from Exercise 1 to complete the sentences.
 2 Go through the answers with the class.

Answers:

- a roots (given) b bark
 c leaves, branch d fruit e rings

3 Look at these adjectives. Use your Active Study Dictionary to find the nouns.

- 1 Tell the students to read through the list of adjectives. Instruct them to use their Active Study Dictionary to find the nouns from the adjectives.
 2 Put the students into pairs and ask them to compare their answers.

- 3 Go through the answers with the class.

Answers:

- a width (given) b length
 c height d depth e strength

4 Use your Active Study Dictionary to complete these sentences with the correct form of the adjective in brackets.

- 1 Instruct the students to read through the gapped sentences. The students must use the word in brackets to complete each sentence. Explain that the students should use their Active Study Dictionary to help them.
 2 Put the students into pairs and ask them to compare their answers. Go through the answers with the class.

Answers:

- a harden (given) b widen c strengthen
 d shorten e sharpen f lengthen



WORKBOOK

page 25

1 Label this picture with the correct words.

- 1 Ask the students to look at the picture. There are six words in the box. The students use the words to label the picture. Put the students into pairs and ask them to compare their answers.
 2 Go through the answers with the class.

Answers:

- a leaves (given) b branch c fruit
 d roots e bark f rings

LESSON 2

SB page 32

WB page 26

Language focus

Zero and first conditionals

1 Study these sentences from the listening text, then do the following.

- 1 Tell the students to read through the gapped sentences. Explain that they have to complete the sentences.
- 2 Put the students into pairs and tell them to do activities a to c. Tell them to work together. Ask some of the pairs to share their answers with the class.

Answers:

- 1 is, dies (given)
 - 2 can, cut
 - 3 is, are
 - 4 is, are
- In both parts, the verb is in the simple present.
 - when

2 Discuss the following in pairs.

- 1 Explain that when we use the zero conditional, both verbs are in the present, but when we use the first conditional, one of the verbs is in the future.
- 2 Put the students into pairs and instruct them to read through the questions. Tell them to discuss their answers together.
- 3 Go through the answers with the class.

Answers:

- It is used to discuss things that are generally true.
- The first sentence states a fact that always happens. The second sentence talks about one occasion or growing season. The plants will grow well under the condition that it rains.

3 Complete using the correct form of the verb in brackets.

- 1 Ask the students to read through the gapped sentences. Explain that they must complete each sentence with the correct form of the verb in brackets to make a zero or a first conditional sentence.

UNIT 6

Language focus

Zero and first conditionals

Grammar rev p126

1 Study these sentences from the listening text, then do the following.

- Complete the sentences with the correct verbs.
- What verb tenses are used in the two parts of the sentences?
- Which of these words could replace *if* in the sentences?

although because when

- 1 If the bark is badly damaged, the tree dies.
- 2 You can see the rings if you cut the tree down.
- 3 If there is a lot of rain during the year, the rings are quite wide.
- 4 If it is a dry year, the rings are narrower.

2 Discuss the following in pairs.

- Is the zero conditional used to describe future possibilities, things which are generally true or past events?
- What is the difference in meaning between these two sentences?
 - If it rains, our plants grow well. (Zero conditional)
 - If it rains, our plants will grow well. (First conditional)

DON'T FORGET

The first conditional is *if* + present simple + *will*. It is used to talk about things which will probably happen as a result of the first thing.

3 Complete using the correct form of the verb in brackets.

- If those goats eat (eat) the bark on my trees, the trees will die (die).
- If water freezes (freeze), it turns (turn) to ice.
- If people don't get (not get) enough food, they become (become) ill.
- If it goes on (go on) raining for much longer, the river floods (flood).
- If the farmer's fields get (get) very dry this summer, he will irrigate (irrigate) them.

4 Complete with your own ideas, then compare what you have written in pairs.

- If you heat ice,
- If there is a sandstorm tonight,
- If you mix yellow and blue,
- If you don't water these plants soon,
- If the wind is very strong,

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- 2 Go through the answers with the class.

Answers:

- eat, will die (given)
- freezes, turns
- don't get, become
- goes on, will flood
- get, will irrigate

6 Lesson 2

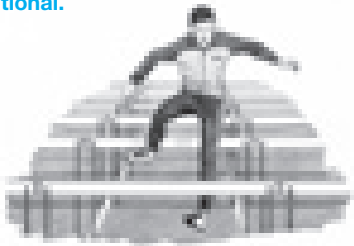
1 Match to make correct sentences.

- | | |
|---|--|
| a If scientists study the rings of trees, | 1 <input type="checkbox"/> it won't fall over in strong winds. |
| b If there is not much rain in a year, | 2 <input type="checkbox"/> they can calculate its age without cutting it down. |
| c If they extract a thin piece of wood from the tree, | 3 <input checked="" type="checkbox"/> they can find information about our climate in the past. |
| d If a tree has deep roots, | 4 <input type="checkbox"/> the tree dies. |
| e If the bark of a tree is destroyed, | 5 <input type="checkbox"/> they won't taste very sweet. |
| f If you pick those apples now, | 6 <input type="checkbox"/> the rings in a tree are close together. |

2 Find and correct the mistake in each sentence. (One sentence is correct.)

- a If you leave now, ~~you catch~~ your train. you'll catch
- b Water will freeze if the temperature is zero or below.
- c If you throw that stone, you break a window.
- d I get a headache if I spend too long on the computer.
- e If she trains hard, she wins next week's race.
- f If you'll mix red and white, you get pink.

3 Complete these sentences with your own ideas and write first or zero conditional.



- a If you practise a sport, you get better at it. (zero)/you will get in the sports team. (first)
- b If you work hard,
- c If you read quickly,
- d If you plant a tree,

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If the man heats the ice, the polar bear will fall on him.

- 2 When you are sure they understand, tell the students to complete the sentences. Once they have written out their ideas, put them into pairs and ask them to read out their sentences to each other. Select some of the best sentences and ask the students to read them out to the whole class.

Suggested answers:

- a it melts.
b the town will be full of sand tomorrow.
c you get green.
d they'll die.
e it'll blow trees down.



WORKBOOK

page 26

1 Match to make correct sentences.

- 1 Instruct the students to read through the sentence halves carefully. Explain that they must match the halves together correctly.
- 2 Go through the answers with the class.

Answers:

- | | | |
|-------------|-----|-----|
| a 3 (given) | b 6 | c 2 |
| d 1 | e 4 | f 5 |

4 Complete with your own ideas, then compare what you have written in pairs.

- 1 Tell the students to read through the sentence beginnings. Explain that they must complete the sentences to make first or zero conditionals. Do an example with the students to make the activity clear. Tell them to focus on the picture. Ask what sentence they could make about the picture. Write their ideas on the board.

Examples:

If you heat ice, it melts.

2 Find and correct the mistake in each sentence. (One sentence is correct.)

- 1 Explain that each sentence, except one, has a mistake in it. Ask the students to read through the sentences, identify the mistakes, cross them out and correct them.
- 2 Put the students into pairs and tell them to compare their answers.
- 3 Go through the answers with the class.

Answers:

- a ~~you catch~~ 'll catch (given)
 b ~~will freeze~~ freezes
 c ~~you break~~ you will/you'll break
 d ~~correct~~
 e ~~she wins~~ she will/she'll win
 f ~~you'll mix~~ you mix

3 Complete these sentences with your own ideas and write *first* or *zero* conditional.

- 1 Tell the students to read through the beginnings of the sentences. Instruct them to complete each sentence with a zero or first conditional. Ask some of the students to share their answers with the whole class.

Suggested answers:

- a If you practise a sport, you get better at it. (zero)
 If you practise a sport, you will get in the sports team. (first)
 b If you work hard, you do better at school. (zero)
 If you work hard, you'll do well in the test. (first)
 c If you read quickly, you learn quickly too. (zero)
 If you read quickly, you'll soon finish that book. (first)
 d If you plant a tree, it helps the world to breathe. (zero)
 If you plant a tree, it'll look lovely in a few years. (first)

Reading

UNIT 6

1 Check the meanings of these words in your *Active Study Dictionary*.

cardboard instrument products
 rubber sap (n) toothpaste turpentine



2 Discuss this question in pairs.

Which of the things in the pictures are not connected with trees?

3 Read the article quickly and find out how many of the things in the pictures the article refers to.

Why do we need trees?

If you ask people why we need trees, most of them will answer: "We need wood from trees for building houses"; "We get fruit and nuts from trees"; "We make paper out of wood from trees"; "We can use wood as a fuel for cooking and heating". Recently, people have added a more serious reason to this list: "Trees help the earth to breathe" or "They protect us from global warming".

It has been said that more than 5,000 things in everyday use are made from trees. Here are a few of them: furniture, sports equipment, pencils, magazines and newspapers, **cardboard** boxes, musical **instruments** and – believe it or not – some kinds of **toothpaste**.

In addition to these uses, trees also give us valuable chemicals. **Turpentine**, which is used as a paint remover, is made from the **sap** of trees. Sap can also be used to make **rubber**. If wood is heated, chemicals are produced which can be used to make medicines and some kinds of plastic. Wood **products** can also be turned into paper, cardboard and materials from which clothes can be made. You may be surprised to hear that wood products are also used in some types of ice cream and other foods.

So, the next time you are reading a newspaper, eating an ice cream, playing the piano or cleaning your teeth, just stop and think: how would you manage to do these things if there were no trees?

4 Read the article again and complete these sentences.

- a Some people believe that trees protect the world *from global warming*.
 b Furniture, sports equipment and magazines are examples of things which
 c People use turpentine
 d Turpentine is made from
 e Medicines and plastics can be made
 f Some types of ice cream are made with

5 Work in pairs.

- a Look around the room you are in and make a list of everything you can see that comes from trees.
 b Compare lists with other pairs.



LESSON 3

SB page 33 WB page 27

Reading

1 Check the meanings of these words in your *Active Study Dictionary*.

- 1 Tell the students to look at the words in the box. Tell them you are going to read the words out and ask the students to mark the stress on each word by underlining the part of the word that has the stress.
 2 Go through the answers with the class.

- 3 Now tell the students to look up the meanings of the words in their *Active Study Dictionary*.

Answers: _____

<u>cardboard</u>	very stiff thick paper, used especially for making boxes
<u>instrument</u>	something such as a piano or violin used for producing musical sounds
<u>products</u>	things that are made or grown to be sold
<u>rubber</u>	a substance used for making tyres, boots, etc.
<u>sap</u>	the liquid that carries food through plants and trees
<u>toothpaste</u>	substance used for cleaning your teeth
<u>turpentine</u>	a strong-smelling liquid used for removing paint

2 Discuss this question in pairs.

- 1 Tell the students to look at all the objects in the pictures. Ask if the students can name them (*[pistachio] nuts, piano, newspaper, toothpaste, rubber tyre, ice cream*).
- 2 Ask which of the things is not connected with trees and discuss the answer with the class.

Answer: _____

None of them. They are all connected with trees.

3 Read the article quickly and find out how many of the things in the pictures the article refers to.

- 1 Ask the students to read through the article quickly. Tell them to look at the pictures in Exercise 2. Ask them which things are mentioned in the article.
- 2 Write a list of the objects mentioned on the board.

Answers: _____

The following things from the pictures are mentioned in the article: newspapers, toothpaste, piano and ice cream.

4 Read the article again and complete these sentences.

- 1 Tell the students to read the sentence beginnings. Explain that they must read the text again and then complete the sentences.
- 2 Put the students in pairs and tell them to compare their answers.
- 3 Go through the answers with the class.

Answers: _____

- a from global warming. (given)
- b are made from trees.
- c to remove paint./... for removing paint.
- d the sap of trees.
- e from chemicals produced when wood is heated.
- f wood products.

5 Work in pairs.

- 1 Look at the picture on the right. The four girls are looking for things that are made from trees. Ask the students to tell you any things they can see in the picture that are made from trees. Write their ideas on the board.
- 2 Put the students into pairs. Tell them to look around the classroom in the same way, and think of all the things that are made from trees. Ask one student in each pair to write down a list.
- 3 Combine pairs into groups of four or six to compare their lists and make one combined list. Ask some of the students to read out their group's list to the class.

Students' own answers

WORKBOOK

page 27

1 Answer the questions with the new words. (You do not need one.)

- Tell the students to look at the words in the box. Ask some of the students to read out the words and make sure they know how to pronounce them and where to place the stress in each word.
- Tell the students to use the words to complete the sentences.
- Go through the answers with the students.

Answers:

- a sap (given) b a musical instrument / an instrument
c turpentine d cardboard
e rubber f toothpaste

2 Cross out the word that does not belong, then write what the other words are.

- Tell the students to read through the lists of words. There is one word in each list that does not belong to the list. Tell the students to delete the one word and then to give each list a name that describes the list.
- Put the students in pairs and ask them to compare their answers.
- Go through the answers with the class.

Answers:

- a rubber They are kinds of fuel.
b sap They are all used in building./They are all hard.
c box They are kinds of furniture.
d cup They all come from trees.
e pen They are things to read.

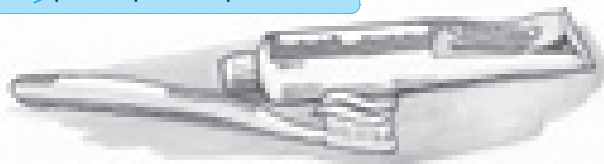
3 Match to make noun phrases.

- Tell the students to look at the pictures. Ask them to name the objects they can see (*rubber gloves, cardboard box, turpentine*). Instruct the students to match the words from column one

Lesson 3 UNIT 6

1 Answer the questions with the new words. (You do not need one.)

cardboard an instrument product rubber
sap toothpaste turpentine



- a What is the liquid that carries food in trees? sap
b What is a piano?
c What can we use to remove paint?
d What are many boxes made of?
e What are car tyres and the bottoms of some shoes made of?
f What do people put on their brush to clean their teeth?

2 Cross out the word that does not belong, then write what the other words are.

- a coal gas ~~rubber~~ oil kinds of fuel
b glass sap metal wood
c bed box chair cupboard
d cardboard cup paper wood
e book e-mail pen newspaper

3 Match to make noun phrases.

- a cardboard 1 ☐ warming
b global 2 ☐ remover
c ice 3 ☐ instrument
d musical 4 ☐ equipment
e paint 5 ☐ cream
f sports 6 ☐ gloves
g rubber 7 ☒ a box



27

with the words from column two to make noun phrases.

- Go through the answers with the class.

Answers:

- a 7 (given) b 1 c 5
d 3 e 2 f 4 g 6

LESSON 4

SB page 34

UNIT 6

Critical thinking

1 Answer the following questions.

- How many things in everyday use are made from trees? *There are more than 5,000 things...*
- What part of a tree is turpentine made from?
- What things can be made from the chemicals produced when wood is heated?
- Why do you think wood is good for making musical instruments?
- Why do you think it is not dangerous to eat ice cream if it is made with wood products?
- How would you manage to read a newspaper or play a guitar if there were no trees?

2 Read this quotation from the article and discuss the questions.

- Do you believe that trees protect us from global warming? In what way?
- Why are millions of trees being cut down in South America and other parts of the world?
- How can this be stopped?

Recently, people have added a more serious reason to this list: "Trees help the earth to breathe" or "They protect us from global warming".



3 Discuss these questions in pairs.

- Egypt has many palm trees. What products come from palm trees?
- What materials can be used instead of wood?
- Are other materials better or worse for the environment? Why?
- What are the advantages and disadvantages of using plastic instead of wood?

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Suggested:

- It can be made into different shapes.
- Wood is a natural thing – it is probably safe to eat its products.
- You would have to use other materials to make them.

2 Read this quotation from the article and discuss the questions.

- Tell the students to look at the picture. Ask them what they can see happening (*A lorry is being loaded up with freshly cut tree trunks*). Tell the students to read the quote. Make sure they understand it.
- Put the students into pairs and tell them to discuss questions *a*, *b* and *c*. Ask some of the students to share their answers with the class.

Suggested answers:

- Yes, because trees take in carbon dioxide and give out oxygen.
- Because people use the wood from them to make lots of materials. / People are clearing the land to grow crops.
- This can be stopped by making laws and regulations and punishing people who break them.

3 Discuss these questions in pairs.

- Tell the students to look at the picture on the right. Ask what they can see (*three trees*) and then what type of tree they are (*palm trees*). Tell the students to read through the questions.
- Put them into pairs and tell them to discuss the questions.

Suggested answers:

- Dates, coconuts, palm oil. The leaves can also be used to make shelters. (There are many more. You might ask some students to research in a library or on the internet.)
- Plastic, metal, maybe glass.
- Plastic is worse for the environment as it does not rot. It also produces pollution when you burn it. Making metals can also produce pollution.

Critical thinking

1 Answer the following questions.

- Ask the students to read through the questions. Help them with any vocabulary they don't know. Put the students into groups and ask them to discuss the answers. If they have any problems, they should look at the article on page 33 again.
- Now go through the answers with the class.

Answers:

- There are more than 5,000 things. (given)
- The sap.
- Medicines and some kinds of plastic.

- d Plastic lasts longer and does not rot. It can also be used for many different things, including, for example, containers, bags, cups. But producing it creates pollution, it is worse for the environment, and it does not look as nice as wood.

LESSON 5

SB page 35

WB page 28

Communication

1 Do the following in pairs.

- 1 Ask the students to look at the pictures. Put them into pairs and tell them to describe what is happening in each picture. Tell the students to read the sentences below the pictures. Explain that they must match the pictures with the instructions.
- 2 Now tell them to underline the words and phrases used to give the instructions.
- 3 Finally, ask the students to circle the phrases that order the instructions.
- 4 Go through the answers with the class.

Answers:

- 4 Now fill the hole. It is important to press the soil down hard with your foot.
- 6 Finally, tie the tree to the stick.
- 1 First of all, dig a hole where you want to plant the tree. The hole must be deep and wide enough for the roots of your tree.
- 2 At this point, it's a good idea to put some fertilizer into the hole.
- 3 When you put the tree into the hole, make sure the roots are opened out.
- 5 Then, using a hammer, put a strong wooden stick in the centre of the hole.

Communication

UNIT 6

1 Do the following in pairs.

- a Match each picture with the correct instruction.
- b Underline all the words and phrases used to give instructions.
- c Circle all the words and phrases that order the instructions.



- ☐ Now fill the hole. It is important to press the soil down hard with your foot.
- ☐ Finally, tie the tree to the stick.
- ☒ 1 First of all, dig a hole where you want to plant the tree. The hole must be deep and wide enough for the roots of your tree.
- ☐ At this point, it's a good idea to put fertilizer into the hole.
- ☐ When you put the tree into the hole, make sure the roots are opened out.
- ☐ Then, using a hammer, put a strong wooden stick next to the tree.

2 Plan some instructions to say to a partner.

- a First of all, choose an activity you know well. Here are some ideas:

How to...

- recharge a mobile phone.
- cook something simple.
- make something out of wood or paper.
- use a device in the house, for example the television.

- b Think about what you are going to say. Do not write anything yet.
- c Take turns to give each other instructions for your activity. If you do not understand something your partner says, ask him or her questions.



How to make paper

Using the internet or a library, look for information about how to make your own paper.

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2 Plan some instructions to say to a partner.

- 1 Explain that the students are going to give instructions. Tell them to think of an activity that they can give instructions for. There are some suggestions for possible topics in the box, but the students can think of something different if they want. Ask them to think about what they are going to say but tell them *not* to write their instructions down.
- 2 Put the students into pairs and tell them to say their instructions to their partner. If the partner doesn't understand, he/she should ask questions.

6 Lesson 5

1 Choose the correct words.

- a A I want to make tea the English way. What should/would I do?
 b B **Next/First of all**, boil some water.
 c A Then what?
 B Put some tea into a pot. **Finally/Next**, pour the boiling water on the tea.
 d A Can you drink it now?
 B No, at this **point/time**, you should just wait.
 e A How long should I wait before I can drink it?
 B It's a good **idea/thought** to wait for three or four minutes – the tea tastes better if you wait.

2 Write instructions for the activity you discussed in the Student's Book.

- a First, make notes using the instructions you gave to your partner. Make sure that your instructions are in the correct order.

• Wash rice • Melt butter

DON'T FORGET

When you are writing instructions, notes or lists, it is useful to start each new idea with a bullet point:

- First...
- Next...
- Finally...



- b Now write full sentences, using the language of instruction and phrases that show the order of instructions. Use bullet points. Do not repeat the same words and phrases.

• First of all, take 500 grams of rice and wash it very well.
 • Next, melt 50 grams of butter in a heavy pan.

3 Check your writing.

- a Read what you have written very carefully. Look for grammar and spelling mistakes. Check the correct spelling in your *Active Study Dictionary*.
 b Check that your instructions are in the correct order and that you have not repeated any phrases.
 c Correct any mistakes, then write your final set of instructions.

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Research

Have the students research the topic by using a library or the internet. They can type **how to make paper** into a search engine. Students can present the results of their research in a variety of ways—as a paragraph, a poster, a slide presentation on the computer, an oral report—and even by following the directions and making paper to show to the class.

WORKBOOK

page 28

1 Choose the correct words.

- 1 Tell the students to read through the sentences. Explain that they must choose the correct word or words from the given alternatives to complete each sentence.
 2 Go through the answers with the class.

Answers:

- a should (given) b First of all
 c Next d point
 e idea

2 Write instructions for the activity you discussed in the Student's Book.

- 1 In the Student's Book, Exercise 2, the students gave instructions for an activity of their choice. Tell them to write the instructions they gave in note form. Remind them to put the instructions in the correct order, and tell them to use words like *First*, *Next*, *Finally*, etc. to order them.
 2 Now, tell them to write out their instructions in full in the space provided.

3 Check your writing.

- 1 Tell the students to read through their instructions. They can check any spellings in their *Active Study Dictionary*. Tell them to double check that the steps are in the correct order.
 2 Put the students into groups of four. Tell them to read out their instructions but not to say what they are for.
 3 Tell the rest of the group to listen to the full set of instructions and then to guess and say what they are for.

Assessment

Listening Task

Target element: listen and revise key language and vocabulary

Write the sentences listed below on the board. Tell the students that you are going to play the listening activity from Student's Book Unit 6, Lesson 1, Exercise 2 again. Explain that they must listen carefully and decide if each sentence is true or false.

- 1 The tallest tree is 83.8 metres.
- 2 The rings of a tree are like its skin.
- 3 Some animals like eating the bark.
- 4 It is impossible to know how old a tree is.
- 5 When it rains a lot, the rings in the tree are much wider.

Answers:

- 1 True
- 2 False (The bark is like the skin.)
- 3 True
- 4 False (You can count the number of rings.)
- 5 True

Speaking Task

Target element: discuss the key topics of the unit

Put the students into pairs. Tell them to make a list of all the things that we make from trees and what we use them for.

Example:

chairs We use chairs to sit on.

paper We use paper to write on and to print on.

Ask some of the pairs to read out their answers to the class.

Reading Task

Target element: read and comprehend a text

Tell the students to read through the text 'Why do we need trees?' on Student's Book page 33. Write the sentences listed below on the board. Explain that there is one mistake in each sentence. Tell the students to read through the text in the Student's Book and find and correct each mistake.

- 1 Trees help the earth to breathing.
- 2 They protect us from global warm.
- 3 In addition to this, trees also give us valuable chemistry.
- 4 Sap can be used to make rub.
- 5 You may be surprise to hear that wood products are also used in some types of ice cream and other foods.

Answers:

- 1 Trees help the earth to breathe.
- 2 They protect us from global warming.
- 3 In addition to this, trees also give us valuable chemicals.
- 4 Sap can be used to make rubber.
- 5 You may be surprised to hear that wood products are also used in some types of ice cream and other foods.

Writing Task

Target element: writing about the key theme of the unit

It is important that we protect our trees and make sure that they are there for our future. Tell the students to write a short paragraph entitled 'Save Our Trees'. Tell them to think about why it is important to save our trees and help them to begin by making a list on the board of their suggestions of things that we use trees for and why trees are important. The students can then use the list for the basis of their paragraph. Ask the students to write out their paragraph, and then tell some of them to read out their paragraph to the class.

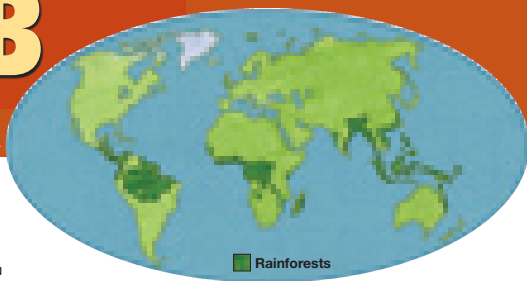
Review B

SB pages 36-40

WB pages 29-32

Review B

Listening

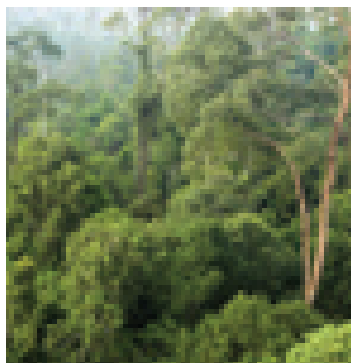


1 Discuss these questions in pairs.

- Look at the map. What climate do you think rainforests grow in?
- Are trees that grow in different parts of the world different to trees in rainforests? How?
- Listen to a talk about forests and check your answers.

2 Listen again and choose the correct answers from a, b, c or d.

- How much of the earth's surface is covered by forest?
 - 10%
 - 20%
 - 30%
 - 40%
- Which of these places does Professor Beech refer to as a rainforest area?
 - China
 - Australia
 - India
 - Central Africa
- What type of trees grow in places where the climate is not very hot or very cold?
 - very tall trees
 - very short trees
 - trees which lose their leaves
 - trees with long branches
- Why do trees in cold climates have branches that point down?
 - So snow can fall off.
 - So their leaves can come off.
 - To reach the light.
 - Because there are so many trees.
- How big is the forest the Professor describes?
 - 11,000,000 km²
 - 1,000,000 km²
 - 100,000 km²
 - 11,000 km²



3 Discuss this question in pairs.

Why are the earth's trees so important?

4 The sounds of English

- Listen and repeat six short sentences.
- Now listen again and write the sentences in your exercise book.

1 Go and see her.

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- Put the students into pairs. Tell them to read through the first two questions. Ask the students where the rainforests grow. See if they can point to and name the areas on the map, for example South America, Central Africa, Asia and Southeast Asia. Discuss the climate in these areas. Write the students' suggestions about climate on the board.
- Discuss question b with the class and, if they think that rainforest trees are different from elsewhere, ask them to say how. Tell the students that you are going to play the tape. Tell them to listen carefully and check their answers to a and b.
- When they have listened to the interview, discuss with the students if their answers to a and b were correct.

Answers:

- They grow in hot and wet/rainy climates.
- Yes, trees in other parts of the world lose their leaves in winter, or have branches pointing downwards so that snow can fall off their leaves.

TAPESCRIPT

Presenter: In last week's programme, Professor Jeremy Beech answered some of your questions about trees. Today we welcome Professor Beech back to talk about forests. Professor, could you start by telling us about the different kinds of forest?

Prof. Beech: Yes, of course. Well, as we all know, a forest is a large area of land which is covered by trees. About twenty percent of the earth's surface is covered with forest. Different climates and soils support different types of forest. Let's look first

LESSON 1

SB page 36

WB page 29

Listening

1 Discuss these questions in pairs.

- Instruct the students to look at the map. Tell them to point to Egypt. Ask them to point to other countries on the map, too, for example the United Kingdom, Brazil, the United States of America, the Russian Federation. This way they will become familiar with the world map.

at rainforests, like the ones in South America and Central Africa. Here, temperatures are high and it rains a lot. There are many different types of trees in rainforests. Some grow very tall to reach the sunlight above. Below them are shorter trees, and below these are other low plants. Rainforests make up about seven percent of the earth's surface.

The second type of forests are found in places where the climate is neither very hot nor very cold. These forests consist of trees which lose their leaves in the winter or in the dry season.

The final kind of forest is found in countries with cold climates and on the sides of mountains. Most of the trees here never lose their leaves. Their branches point downwards so that snow can fall off them during the winter. The largest forest of this type is in northern Europe and covers eleven million square kilometres.

Presenter: That's very interesting, Professor. Thank you. Now, if any listeners would like to ask Professor Beech a question, you can contact the programme...

2 Listen again and choose the correct answers from a, b, c or d.

- 1 Tell the students to read through the questions again. Tell them that you are going to play the tape again, and they must listen carefully and decide on and circle the correct answer for each question, as in the given example. You may need to play the tape several times.
- 2 Go through the answers with the class.

Answers:

1 b (given) 2 d 3 c 4 a 5 a

3 Discuss this question in pairs

- 1 Put the students into pairs. Ask them to think about all the reasons why trees are so important and make a list.
- 2 Ask some of the students to read out their lists to the class.

Suggested answers:

They keep the air clean by absorbing carbon dioxide and producing oxygen.

They help to stop global warming.

They give us many products (wood products, medicines, etc).

4 The sounds of English

- 1 Explain to the students that you are going to play the tape and they are going to listen to six sentences. Play the tape and ask the students to repeat each sentence.
- 2 Now play the tape again and tell the students to write down each sentence. Ask some of the students to come to the board and write out their sentences.
- 3 Go through the answers with the class.

Answers:

- 1 Go and see her. (given)
- 2 Please sit down.
- 3 He uses long words in his poems.
- 4 Look at these prizes.
- 5 Come and watch the races.
- 6 I bought a blue pen.

T A P E S C R I P T

Narrator: One.

Voice: Go and see her.

Narrator: Two.

Voice: Please sit down.

Narrator: Three.

Voice: He uses long words in his poems.

Narrator: Four.

Voice: Look at these prizes.

Narrator: Five.

Voice: Come and watch the races.

Narrator: Six.

Voice: I bought a blue pen.

UNIT **B** Review

1 Respond to each of the following situations.

- a A friend asks you your opinion about the importance of the rainforests. Say what you think.
In my opinion, the rainforests are very important for the future of the earth.
- b A friend who has never visited your country asks for your advice about places to see in Egypt.

- c A friend from another country wants to phone someone from a public phone in Egypt. He/She has never done this before. Tell him/her what to do first.

- d Someone asks what you think about films which have been made from books.

2 Choose the correct answer from a, b, c or d.

- 1 When I was at school I won a poetry writing
 a race b article c competition d game
- 2 She sent me the report as an e-mail
 a attachment b letter c picture d article
- 3 The little girl does not want to sing because she is
 a innocent b secret c spy d shy
- 4 My favourite musical is the piano.
 a player b instrument c tool d equipment
- 5 The cover of my book is made of
 a glass b rubber c cardboard d wood
- 6 We arrived half an hour late. The film half an hour earlier.
 a began b was beginning c had begun d has begun
- 7 Agatha Christie's books into more than 40 languages.
 a have been translated b have translated c translated d were being translated
- 8 The Romans Petra nearly two thousand years ago.
 a have captured b were captured c captured d had captured
- 9 Your train leaves in ten minutes. If you hurry, you it.
 a catch b will catch c would catch d are catching
- 10 If I am thirsty, water.
 a I will drink b I would drink c I am drinking d I drank

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Suggested answers: _____

- a In my opinion, the rainforests are very important for the future of the earth.
 (given)
- b If you ask me,/ I think you should visit the Pyramids and the Sphinx.
- c First of all, pick up the telephone, insert a coin, and wait until you hear a high noise. Then dial a number.
- d In my opinion,/I think films are usually more interesting than books.

2 Choose the correct answer from a, b, c or d.

- 1 Explain to the students that they must read the unfinished sentences and then choose the correct word(s) to complete them. Tell them to think carefully about the four different answers. Once they have completed the exercise, you can put the students into pairs to compare their answers.
- 2 Finally, go through the answers with the class.

Answers: _____

- | | | |
|-------------|-----|-----|
| 1 c (given) | 2 a | 3 d |
| 4 b | 5 c | 6 c |
| 7 a | 8 c | 9 b |
| 10 a | | |



WORKBOOK

page 29

1 Respond to each of the following situations.

- 1 Tell the students to read the sentences carefully and to write down what would they say in each situation.
- 2 Put the students into pairs and ask them to compare their answers. Some of the students can read out their answers to the whole class.
- 3 Go through the answers with the students.

LESSON 2

SB page 37

WB page 30

Grammar review**1 Complete the paragraph with the correct past form of the verbs in brackets.**

- 1 Tell the students to read the gapped text right through. Ask them who they think it is in the photo (*Agatha Christie*).
- 2 Put the students into pairs and ask them to tell each other what the text is about. Instruct the students to complete the text by writing in the correct form of the verbs in brackets, as in the given example.
- 3 Go through the answers with the class.

Answers:

- a left (given)
- b (was) worried
- c had not returned
- d started
- e was seen
- f was staying
- g was using
- h refused
- i had disappeared
- j asked
- k Was she suffering/Had she suffered
- l Was
- m had died
- n was she trying

Grammar reviewReview **B****1 Complete the paragraph with the correct past form of the verbs in brackets.**

On December 3, 1926, Agatha Christie **a** *left* (leave) home without telling anyone. At first, nobody **b** (worry), but a few days later, when she **c** (not return) home, the police **d** (start) searching for her.

Eleven days later, Agatha Christie **e** (see) in a hotel in the north of England. She **f** (stay) there as a guest, but she **g** (use) a different name. Afterwards, Christie **h** (refuse) to explain why she **i** (disappear). People **j** (ask) many questions. **k** (suffer) from amnesia? **l** (be) she upset because her mother **m** (die) recently? Or **n** (she try) to get more people interested in her books? We will never know.

**2 Change the active sentences into passive and the passive sentences into active.**

- a Trees take in carbon dioxide and produce oxygen.
Carbon dioxide is taken in and oxygen is produced by trees.
- b Noise pollution in cities is often reduced by trees.
- c Some trees produce more than a million seeds every year.
- d Trees are usually killed by insects, diseases or people, not old age.
- e People have grown trees in gardens for thousands of years.

3 Complete these conditional sentences using the correct form of the words in brackets.

- a If you eat a lot of salt, (it/make/you/thirsty) *it makes you thirsty.*
- b Be careful! If you look straight at the sun like that, (you/damage/eyes)
- c That pan is very hot. If you pick it up, (burn/hand)
- d If I play computer games for too long, (I/get/bad headache/the next day)
- e If I go to bed very late, (not sleep well)
- f If you phone me this evening, (I/tell you what happened)



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2 Change the active sentences into passive and the passive sentences into active.

- 1 Tell the students to read through the sentences. Tell them to study the example given.
- 2 Put the students in pairs and tell them to decide if the underlined verbs are active or passive.
- 3 Now tell the students to rewrite the sentences. If the sentence was active they should change it to passive, and if the sentence was passive they should make it active.

Answers:

- a active Carbon dioxide is taken in and oxygen is produced by trees. (given)
- b passive Trees often reduce noise pollution in cities.
- c active More than a million seeds are produced by some trees every year.
- d passive Insects, diseases or people, not old age, usually kill trees.
- e active Trees have been grown (by people) in gardens for thousands of years.

UNIT **RB** Lesson 2

1 Find the mistake in each of the following sentences, then write it correctly.

- My father loves his job. He ~~worked~~ for the same company for 20 years. He has worked
- When I was younger, I use to want to be a pilot.
- If you kick the ball too hard, you break that window.
- The Mousetrap* written by Agatha Christie.
- Travelling by plane sometimes makes me a headache.
- The street where I live is only three metres width.

2 Read the following passage, then answer the questions.

More about trees

Trees have often been important in history. On a famous Greek island, there is a tree that is more than 12 metres in width. It is growing in exactly the same place as Hippocrates, the father of medicine, used to teach his pupils. And in another place and time, the English hero Robin Hood is believed to have hidden from his enemies in the branches of large trees.

The English language uses many words connected with trees. You can talk about the *branches* of a bank or a shop and the *trunk* of the human body. And if someone has lived somewhere for a long time, you can say they have *put down roots*.

- What does the phrase *the father of medicine* mean?
The person who began the study of medicine and made it important
- Why did Robin Hood hide in trees?
.....
- What is a *branch* of a bank?
.....
- What did Hippocrates do on the famous island?
 - He grew trees.
 - He treated patients.
 - He taught pupils.
 - He took medicine.
- You say people have put down roots when they have
 - stayed in a place for a long time.
 - lived near some trees.
 - moved house.
 - just moved somewhere new.



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Answers:

- it makes you thirsty. (given)
- you'll damage your eyes.
- you'll burn your hand.
- I get a bad headache the next day.
- I don't sleep well.
- I'll tell you what happened.



WORKBOOK

page 30

1 Find the mistake in each of the following sentences, then write it correctly.

- Tell the students to read the sentences. Explain that there is a mistake in each sentence. Students should cross out the mistake and write in the correct answer.
- Go through the answers with the students.

Answers:

- ~~worked~~ has worked (given)
- ~~use to~~ used to
- ~~break~~ will break
- ~~written~~ was written
- ~~makes~~ gives
- ~~width~~ wide

2 Read the following passage, then answer the questions.

- Ask the students to read through the text quickly. Tell them to close their books. Ask the students to explain what the text is about and write their ideas on the board.

- Now tell the students to open their books and read through the questions. Ask them to write in their answers.

- Go through the answers with the class.

Answers:

- The person who began the study of medicine and made it important. (given)
- To escape/hide from his enemies.
- One part of a bank – there may be many similar parts in different towns, cities or countries.
- c
- a

3 Complete these conditional sentences using the correct form of the words in brackets.

- The students have to complete the conditional sentences using the word prompts given in brackets. Tell the students to read through the exercise first and to study the given example. Ask them to complete the sentences.
- Go through the answers with the class.

LESSON 3

SB page 38

WB page 31

Reading**1 Read the summary of *Murder on the Orient Express* by Agatha Christie and answer these questions.**

- 1 Tell the students to read through the text on page 39 quickly. When they have finished, tell them to close their books. Ask the students what the story is about and see how much they can remember.
- 2 Tell the students to open their books and read through the questions. Instruct them to write their answers in the book.
- 3 Go through the answers with the class.

Answers:

- a He is Agatha Christie's most famous detective. (given)
- b Istanbul.
- c He is a wealthy businessman and a passenger on the train.
- d Because of heavy snow.
- e A doctor (on the train).
- f Thirteen.

2 Find and correct the mistakes in these sentences. (One sentence is correct.)

- 1 Ask the students to read through the sentences carefully. They do this exercise in the usual way.
- 2 Put the students into pairs and tell them to compare their answers.
- 3 Now go through the answers with the class.

Answers:

- a ~~to / to start~~ Poirot was travelling from Istanbul after he had finished working on a crime. (given)
- b ~~empty~~ The train was quite full for the time of the year.
- c ~~doctor~~ Mr Ratchett was a wealthy businessman.
- d ~~raining~~ During the night the train stopped because it was snowing very heavily.
- e Correct.

Review **B** **Reading****1 Read the summary of *Murder on the Orient Express* by Agatha Christie and answer these questions.**

- a Who is Hercule Poirot? He is Agatha Christie's most famous detective.
- b Where does the train start its journey?
- c Who is Mr Ratchett?
- d Why did the train stop during the night?
- e Who helped the detective to solve the crime?
- f How many murder suspects were there?

**2 Find and correct the mistakes in these sentences (one sentence is correct).**

- a Poirot was travelling ~~to~~ Istanbul ~~to start working~~ on a crime.
Poirot was travelling from Istanbul after he had finished working on a crime.
- b The train was quite empty for the time of the year.
- c Mr Ratchett was a wealthy doctor.
- d During the night, the train stopped because it was raining very heavily.
- e Poirot discovered that Mr Ratchett was not who he said he was.
- f Mr Ratchett had been murdered by one of the passengers on the train.

3 Match to make correct sentences.

- a After Poirot had finished work on a crime,
- b When Poirot got on the Orient Express,
- c Although Mr Ratchett offered Hercule Poirot a lot of money,
- d The train stopped during the night
- e As soon as Poirot and the doctor examined Mr Ratchett's body,

- 1 ☐ because heavy snow was falling.
- 2 ☐ he realised the train was very full.
- 3 ☐ they realised that more than one person from the same part of the train had killed the criminal.
- 4 ☐ Poirot refused to help him.
- 5 ☒ a he left Istanbul on the Orient Express.

4 Complete the sentences with the correct prepositions.

- | | | | |
|----|----|----|---|
| in | in | on | a Hercule Poirot is a detective who works <u>on</u> crimes. |
| in | in | on | b Mr Ratchett believed that his life was danger. |
| in | in | on | c Poirot worked a doctor who was also on the train. |
| in | in | on | d The murder suspect was still the train at the end of the story. |
| in | in | on | e Thirteen people had taken part the murder. |

5 Discuss these questions in pairs.

- a When was the last time you travelled by train? Where did you go to?
- b What was the purpose of your journey?
- c Do you enjoy travelling by train? Why/Why not?

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- f ~~one~~ Mr Ratchett had been murdered by thirteen of the passengers on the train.

3 Match to make the correct sentences.

- 1 Ask the students to look at the sentence halves in the two boxes and explain that they must match each sentence beginning with the correct sentence ending.
- 2 Tell the students to read carefully through all the sentences before starting.
- 3 Go through the answers with the class.

Lesson 3



1 Answer the following questions.

- a Which of Yehia Haqqi's stories became a famous film?
.....
- b How did Agatha Christie's experience in the war help her with her novels?
.....
- c What is turpentine used for?
.....

2 Read this quotation and answer the questions.

The Beresfords' first suspects are the hotel owner and the scientist, but they soon discover that both are innocent. Then they hear that the invasion is planned for the following week. This means they have seven days to find the enemy and save the country from invasion.

- a Who are the Beresfords and what do they do?
.....
- b Which two people did they find were not spies?
.....
- c What is the possible crime of the suspects?
.....
- d Which country is going to be invaded?
.....

3 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

- a I found the story very confusing. (*understand*)
I didn't understand the story.
- b The table is two metres long. (*length*)
.....
- c Agatha Christie wrote *The Mousetrap* in 1947. (*written*)
.....
- d Water turns to ice when it freezes. (*if*)
.....

31

Answers:

a 5 (given) b 2 c 4 d 1 e 3

4 Complete the sentences with the correct prepositions.

- 1 Tell the students to read through the gapped sentences. Explain that they must complete each sentence with a preposition, as in the given example.
- 2 Go through the answers with the class.

Answers:

a on (given) b in c with d on e in

5 Discuss these questions in pairs.

- 1 Tell the students to read through the questions and make some notes for their answers.
- 2 Now put the students into pairs. Tell the students to take turns to ask and answer the questions. Invite some of the pairs to ask and answer the questions in front of the whole class.

Students' own answers**WORKBOOK**

page 31

1 Answer the following questions.

- 1 Ask the students to read through the questions and to write the answers in the spaces provided.
- 2 Go through the answers with the class.

Answers:

- a *The Postman* became a famous film.
- b She was a nurse in the war and she learned information about medicines and poisons which she used later in her novels.
- c It is used to remove paint/for removing paint.

2 Read this quotation and answer the questions.

- 1 Tell the students to read the short quotation in the box. Make sure they understand it. Now ask the students to read through the questions below the quotation. Tell them to write in their answers in the spaces provided.
- 2 Go through the answers with the class.

Answers:

- a They are a married couple who work as secret agents (for their government).
- b The hotel owner and the scientist.
- c They are working as spies for the enemy who are going to invade.
- d England/Britain/the United Kingdom.

3 Rewrite the following sentences using word(s) in brackets, to give the same meaning.

- 1 Tell the students to read through the sentences carefully, then answer as usual.
- 2 Put them into pairs to compare their answers.
- 3 Go through the answers with the class.

Answers:

- 1 I didn't understand the story. (given)
- 2 The length of the table is two metres./ The table is two metres in length.
- 3 The Mousetrap was written (by Agatha Christie) in 1947.
- 4 Water turns to ice if it freezes./If water freezes, it turns to ice.

LESSON 4

SB page 39

Critical thinking

1 Answer the following questions.

- 1 Tell the students to read through the questions and then to answer them. Tell the students that they can read through the summary 'Murder on the Orient Express' again if they are not sure of their answers.
- 2 Put the students into pairs and ask them to compare their answers.
- 3 Go through the answers with the class.

Answers:

- a He had been working in Istanbul. (given)
- b He didn't believe Mr Ratchett's story.
- c That he was really a criminal, not a businessman.

Suggested:

- d Perhaps he knew the other passengers hated him.
- e He was probably killed by thirteen weapons/hits.
- f Some tricked Mr Ratchett to come to the place where he was murdered. Some watched out while others killed him.

MURDER ON THE ORIENT EXPRESS

Hercule Poirot, probably Agatha Christie's most famous detective, had finished working on a crime in Turkey and was about to go home on the Orient Express. When Poirot got on the train, he noticed that it was unusually full for the time of year.

Soon after the train had left Istanbul, a wealthy businessman, Mr Ratchett, asked Poirot to protect him because he believed his life was in danger. Although Ratchett offered Poirot a lot of money to do this, the detective did not believe the man's story and refused to help him.

During the night, the train had to stop because of heavy snow. The next morning, Ratchett was found dead: he had been murdered. Had someone got on the train and killed him?

Now Poirot believed Ratchett's story and, together with a doctor who was also on the train, he started work to solve the crime. The two men soon discovered that Ratchett had a secret identity. He was not a businessman, but a criminal who was hated by many people.

After examining the train and Ratchett's body, Poirot realised that the man had almost certainly been murdered by one of the 13 people from the same part of the train as Ratchett. This meant that there were 13 suspects. One by one, Poirot discovered that these 13 people all had a good reason to hate Ratchett. Together, they had carefully planned what they were going to do and had all taken part in the murder. This was why the Orient Express had been so full on that journey.

Critical thinking

1 Answer the following questions.

- a Where had Hercule Poirot been working before he got on the Orient Express?
He had been working in Istanbul.
- b Why did the detective not want to help Mr Ratchett?
- c What did Poirot and the doctor discover about Mr Ratchett?
- d Why do you think Mr Ratchett asked Poirot for help, not one of the other passengers?
- e How do you think Poirot knew there were 13 suspects?
- f What do you think each of the 13 suspects had done?

2 Read the following and discuss the questions below.

- a Why are films or books so often different from the books?
- b What can film-makers do that is impossible for writers?
- c What can writers do that is impossible for film-makers?

Many of Agatha Christie's books were made into very successful films, but the writer was not always happy with the changes which were made to her stories by the film-makers. When she saw *Murder on the Orient Express*, she said there was one problem. She thought that the actor who played Detective Poirot did not look right for the part.

3 Discuss these questions in pairs.

- a What crime stories have you read?
- b Do you think crime stories are all the same? Why/Why not?

2 Read the following and discuss the questions below.

- 1 Tell the students to read the text inside the box. Help them with any vocabulary they don't understand.
- 2 Put the students into pairs and ask them to read the questions. Tell the students to discuss the questions in their pairs.
- 3 Ask some of the students to share their answers with the whole class.

Suggested answers:

- a Films have to tell a story in a very short time. They often leave out some of the minor characters

Project 2 A film survey

1 Read the situation and discuss in pairs.

- a Tick three of the following subjects you want to find out about in your survey and add another subject of your own.

- ☐ the kinds of films people like best
- ☐ people's favourite films
- ☐ where people watch films (at home on TV, video, DVD?)
- ☐ how often people watch films
- ☐ people's favourite actors
- ☐ whether people watch foreign language films
- ☐ (Your subject)

Situation

You and your partner are going to do a survey of people's film-watching habits and preferences.



- b Write the questions you want to ask people in your survey. Leave space to write people's answers, e.g.

Question	Answers
How often do you watch films?	

2 Do the survey.

- a Each student in each pair should interview two other students in the class.
b Ask your questions and write down the answers other students give you, like this.

Question	Answers
What kinds of films do you like best?	1 Films that teach me something new 2 Films that make me laugh

3 Discuss the results.

- a Discuss the results of your survey in pairs. Is there anything which surprises you?
b Tell the rest of the class what you have discovered from your survey.



in books or some of the minor plots. Films also sometimes add scenes to make the story more exciting.

- b Film-makers can show what people and places look and sound like. They can move from scene to scene very quickly.
c Writers are often able to develop characters more fully than film-makers can. They can allow readers to build up a gradual picture of a character.

3 Discuss these questions in pairs.

- 1 Put the students into pairs and ask them to read the two questions. Tell the pairs to discuss their answers to the questions.

- 2 Ask some of the pairs to share their answers with the whole class.

Answers:

- a Students' own answers.
b *Suggested:* Yes, because all crime stories are about a crime/mystery that needs to be solved. OR No, because each crime story has its own setting, characters, and themes.

LESSON 5

SB page 40

WB page 32

Communication

Project 2 A film survey

1 Read the situation and discuss in pairs.

- 1 Tell the students that they are going to conduct a survey. Put the students into pairs. Explain that each pair must choose and tick three of the subjects listed in the box to find out about. Each pair should also think of and write down an additional subject they would like to find out about.
2 Ask some of the pairs to share their lists with the whole class.
3 Tell the students to think of and write down the questions they want to ask for each of the four subjects. Tell them to make a table like the one in the Student's Book with enough space to write in the questions and the answers.

- 4 Tell the pairs they must have at least one or two questions for each subject. Ask some pairs to share their questions with the whole class.

2 Do the survey.

- 1 Explain that each student in the pair must interview at least two other students in the class. Put the pairs into groups of six. Each student should interview two other students in the group and write down the answers.

3 Discuss the results.

- 1 Put the students back in their pairs to discuss the answers to their survey. Tell them to make some notes about their results to summarise the information from their survey results into sentences.
- 2 Ask some of the pairs to share their results with the whole class.



WORKBOOK

page 32

1 Write a paragraph of about 100 words about a film you have enjoyed recently.

- 1 Ask the students to tell you about any films they have enjoyed recently. Allow a short class discussion about the films. Explain that each student must write a paragraph of about a hundred words about a film they have seen and enjoyed recently.
- 2 On the board, write the following pointers to help them organise their essay:
What is the name of the film?
Where and when did you see it?
What is the film about?
Why do you like the film?
- 3 Tell the students to make notes about each of the questions. They can then use their notes to write their paragraph. Tell the students to read through their paragraph and check any spellings they are unsure of in the *Active Study Dictionary*.
- 4 Put the students into groups and ask them to read out their paragraphs to each other. Ask each group to choose one paragraph to be read out to the whole class.

2 Translation

- 1 Tell the students to read the English sentences in *a*, translate them into Arabic and write the translation down.
- 2 Tell the students to read the Arabic sentences in *b*, translate them into English and write the translation down.

UNIT **RB** Lesson 5

1 Write a paragraph of about 100 words about a film you have enjoyed recently.

2 Translation

a Translate into Arabic:

If wood is heated, chemicals are produced which can be used to make medicines and some kinds of plastic. Wood products are also used in some types of ice cream.

b Translate into English:

عندما كان يوشك على الانتهاء من رواية، كان يفكر في الرواية القادمة.

تم نشر كتبها في أكثر من مائة دولة حول العالم.

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- 3 Now put the students into pairs to compare their answers. Go through the answers with the class.

Answers: _____

a عندما يتم تسخين الخشب، تُنتج بعض الكيماويات التي يمكن استخدامها في صنع الأدوية وبعض أنواع البلاستيك. كما يتم استخدام المنتجات الخشبية في بعض أنواع الآيس كريم.

- b While he was finishing one story, he was thinking of the next/following one.
Her books have been published in over/more than a hundred countries.

UNIT 7

BUILDING AND ENGINEERING

SB pages 41-45

WB pages 33-36

UNIT 7 Building and engineering

Listening

- 1 Check the meanings of these words in your Active Study Dictionary.

commuter diameter engineering
investment massive

Objectives

Grammar Modal verbs *must have*, *can't have*, *might have*

Listening Listen to check predictions and for specific information

Reading Read to check predictions, for detail and to guess the meaning of unknown words

Critical thinking Recognise the importance of historical monuments

Function Guess and deduce information

Writing An article about a building project

- 2 Discuss these questions about the Cairo underground in pairs.

- a When was the first line opened? *In 1989*
b How long is Line 1?
c How many lines are there now?
d How many lines will there be when the system is complete?
e How many people travel on the underground trains every day?



- 3 Listen to a conversation and check your answers.

- 4 Listen again and answer the questions.

- a Where does the tourist want to go?
b What is the Egyptian man's job?



- 5 Listen again and match to make sentences.

- a The Egyptian man compares the Cairo underground system with those
b It costs the same even if you travel
c The tunnel which goes under the Nile has
d The tourist thinks that the building of the Cairo underground must have been
e The Egyptian man feels very
f He believes it will make Cairo more attractive to

- 1 ☐ a diameter of over eight metres.
2 ☐ business people and tourists.
3 ☐ expensive.
4 ☐ to the end of the line.
5 ☒ a in London and Paris.
6 ☐ proud of the underground system.

- 6 The sounds of English

- a Listen and repeat these sentences which end in -ed.
b In pairs, take turns to read these sentences aloud.

- 1 They **used** a massive machine.
2 They've **started** work on it already.
3 When will it be **finished**?

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Objectives

Grammar

Modal verbs *must have*, *can't have*, *might have*

Listening

Listening to check predictions and for specific information

Reading

Read to check predictions, for detail and to guess the meaning of unknown words

Critical thinking

Recognise the importance of historical monuments

Functions

Guess and deduce information

Writing

A magazine article about a building project

LESSON 1

SB page 41

WB page 33

Before using the book:

- The students are going to talk about historic buildings and constructions. On the board, write the names of these world-famous constructions. Ask if the students can tell you in which countries they can be found (answers in brackets) and, if possible, help the class to find the countries on a world map.

The Golden Gate Bridge (USA)
The Panama Canal (Panama)
The Eiffel Tower (France)
The Petronas Towers (Malaysia)
The Colosseum (Italy)
The Acropolis (Greece)

- Now, ask what special constructions the students know of in Egypt. List their ideas on the board.

Listening

1 Check the meanings of these words in your *Active Study Dictionary*.

- 1 Write the words from the box on the board. Say the words and ask different students to come to the board and underline the stressed syllable in each word.
- 2 Now say the words aloud again and ask the students to repeat them. Tell the students to look up the words in their *Active Study Dictionary*.

Answers:

<i>commuter</i>	someone who regularly travels to work, especially a long distance
<i>diameter</i>	a line that goes from one side of a circle to the other and passes through the centre
<i>engineering</i>	the work of designing the way roads, bridges, machines, etc. are built
<i>investment</i>	something that you buy because it will be valuable or useful later
<i>massive</i>	very big

2 Discuss these questions about the Cairo underground in pairs.

- 1 Ask the students if they know what the sign is in the photo at the top of the page (*the Cairo underground*). Ask them what they know about the Cairo underground. Write their ideas on the board. Tell the students that the first photo on the right shows the inside of a Cairo underground station. Now tell the students to look at the questions and read through them.
- 2 Put the students into pairs to answer the questions. Tell them to guess the answers if they don't know them. Explain that, in the next exercise, the students will listen to a conversation and find out the answers.

3 Listen to a conversation and check your answers.

- 1 The students have already discussed the Cairo underground. Tell them you are going to play the tape and ask them to listen carefully and check their answers to Exercise 2.
- 2 Play the tape twice.

- 3 Go through the answers to Exercise 2 with the class. Tell the students that the second photo on the right shows an underground tunnel boring machine.

Answers:

- a In 1989 (given)
- b About 44 kilometres
- c Two
- d Six
- e Nearly two million

T A P E S C R I P T

<i>Tourist:</i>	<i>Excuse me, could you tell me the best way to get to the city centre, please?</i>
<i>Egyptian man:</i>	<i>Yes, the quickest way from here is to take an underground train.</i>
<i>Tourist:</i>	<i>I didn't know Cairo had underground trains.</i>
<i>Egyptian man:</i>	<i>Yes, it's the only underground railway system in Africa or the Middle East. I know this because I work on it as an engineer!</i>
<i>Tourist:</i>	<i>Is it new?</i>
<i>Egyptian man:</i>	<i>No, but it's a lot newer than the London or Paris systems. The first line opened in 1989. It's about 44 kilometres long and goes from Helwan, in the south of Cairo, to New El Marg in the northeast.</i>
<i>Tourist:</i>	<i>Really? That really must have made travelling around Cairo easier, especially for commuters.</i>
<i>Egyptian man:</i>	<i>It certainly has. Trains carry nearly two million people every day.</i>
<i>Tourist:</i>	<i>Is it expensive?</i>
<i>Egyptian man:</i>	<i>No, not at all. That's one of the best things about it. Journeys cost the same whether you travel between two stations or go from one end of the line to the other.</i>
<i>Tourist:</i>	<i>That's fantastic! It must have saved people a lot of money and improved their journeys to work.</i>
<i>Egyptian man:</i>	<i>It has.</i>
<i>Tourist:</i>	<i>So how many lines are there in the system?</i>
<i>Egyptian man:</i>	<i>There are two at the moment, but there are plans for six lines. Line two goes from Shobra to El Monib. It goes under the Nile.</i>

Tourist: Really? That's amazing! Tunnelling under the Nile can't have been easy.

Egyptian man: They used a massive drilling machine called Nefertiti. It dug a tunnel with a diameter of over eight metres.

Tourist: Is there a line to the airport?

Egyptian man: No, not yet – that'll be line three. They've started work on it already.

Tourist: The whole thing sounds like a massive engineering project. It can't have been cheap.

Egyptian man: No, it wasn't, but we're very proud of it, and it's considered to be one of the most modern underground systems in the world. And, of course, it's an investment in Egypt's future as a centre for tourism and business.

Tourist: When will it be finished?

Egyptian man: All six lines might be open by 2022.

6 The sounds of English

- 1 There are three different ways to pronounce the regular past verbs in English. One has a /t/ sound, one has a /d/ sound and one adds an extra syllable /ɪd/. Remind the students of this. Write some examples on the board and read them out:
liked (/t/)
started (/ɪd/)
played (/d/)
- 2 Now play the tape and ask the students to repeat the sentences. See if they can tell you what type of ending each past verb has got (*used* - /d/, *started* - /ɪd/, *finished* - /t/).
- 3 Put the students into pairs. One student says a number and the other student practises reading out the sentence. After a while they can change roles.

4 Listen again and answer the questions.

- 1 Tell the students to read through the two questions. Explain that you are going to play the tape again and ask the students to make notes for the answers.
- 2 Put the students into pairs and ask them to discuss their answers.
- 3 Go through the answers with the class.

Answers: _____

- a to the city centre
- b He's an engineer (on the underground system).

5 Listen again and match to make sentences.

- 1 Tell the students to read through the sentence halves carefully. Explain that they must match in the usual way.
- 2 Go through the answers with the class.

Answers: _____

- | | |
|-------------|-----|
| a 5 (given) | b 4 |
| c 1 | d 3 |
| e 6 | f 2 |

T A P E S C R I P T

Narrator: One.

Egyptian man: They used a massive machine.

Narrator: Two.

Egyptian man: They've started work on it already.

Narrator: Three.

Egyptian man: When will it be finished?

**1 Choose the correct word.**

- Tell the students to read through the sentences and do this activity in the usual way.
- Go through the answers with the class.

Answers:

- a engineering (given) b investment
c commuters d a massive
e diameter

2 Use your Active Study Dictionary to answer these questions.

- Tell the students to read through the questions. Explain that they will need to use the *Active Study Dictionary* to find the answers.
- Put the students into pairs and ask them to compare their answers.
- Now go through the answers with the class.

Answers:

- a engineer (given) b massiveness
c commute d invest

3 Choose the correct verb.

- Tell the students to read through the sentences and do the exercise in the usual way.
- Go through the answers with the class.

Answers:

- a take (given) b costs
c save d opened

4 Complete the table.

- Remind the students of the three different sounds used to end regular verbs in the past tense: /d/, /t/ and /ɪd/. Ask them to look at the table. Explain that they must complete it by writing in the past tense of each verb and then ticking the correct sound of the past tense ending.

UNIT

7

Building and engineering**1 Choose the correct word.**

- a My father studied **engineer/engineering** at university and has designed many important bridges.
b Education is **an investment/a wish** in the future of a country and its young people.
c Nearly four million **commuters/travellers** travel to and from London every day.
d The Great Wall of China was **an investment/a massive** project which took hundreds of years to complete.
e That tunnel has a **size/diameter** of 7.6 metres.

2 Use your Active Study Dictionary to answer these questions.

- a The noun is *engineering*. What is the verb? *engineer*.....
b The adjective is *massive*. What is the noun?
c The noun is *commuter*. What is the verb?
d The noun is *investment*. What is the verb?

3 Choose the correct verb.

- a The quickest way to get to the city centre is to **come/take** an underground train.
b A journey on the underground **costs/pays** one pound.
c People can **keep/save** money by travelling on the underground.
d The first line of the Paris Metro system **started/opened** in 1900.

**4 Complete the table.**

Verb	Simple past form	The sound of the -ed ending		
		/d/	/t/	/ɪd/
a wish	wished		✓	
b want				
c raise				
d carve				
e paint				
f brush				

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- Go through the answers with the class.

Answers:

Verb	Simple past form	The sound of the -ed ending		
		/d/	/t/	/ɪd/
a wish	wished (given)		✓	
b want	wanted			✓
c raise	raised	✓		
d carve	carved	✓		
e paint	painted			✓
f brush	brushed		✓	

LESSON 2

SB page 42 WB page 34

UNIT 7

Language focus

Grammar rev p126

Modal verbs *must have, can't have, might have*

1 Study these sentences from the listening text, then do the following.

- a Underline the modal verbs in these sentences.
b How are these verbs formed? What are the three parts?

1 That must have made travelling around Cairo easier.*Must + have + past participle*2 It must have saved people a lot of money.3 Tunnelling under the Nile can't have been easy.4 It can't have been cheap.

2 Now discuss these questions in pairs.

- a Does the speaker in sentences 1–4 know that what he says is true, or is he deducing information?
b We use *must have* and *can't have* when we have a reason for thinking something. What can be deduced from sentences 2 and 3 above?

3 In pairs, discuss the difference in meaning between these sentences.

- a Tunnelling under the Nile **can't** have been easy.
*Tunnelling under the Nile **wasn't** easy.*
b It **must** have been cheap.
*It **can't** have been cheap.*

- c Going by underground **must** have saved people money.
*Going by underground **might** have saved people money.*

4 Complete with *must have, can't have* or *might have* and give a reason from the box below.

He's got a very good memory.

He's usually late.

It's made of plastic.

I was out until midday.

~~The streets are covered in sand.~~
There are branches all over the ground.

- a There must have been a sandstorm.
The streets are covered in sand.
b She rung me this morning.
c He missed his train.
d Ali forgotten.
e It been very windy during the night.
f His watch cost a lot of money.

5 In pairs, discuss what you think has happened in this picture.



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Language focus

Modal verbs *must have, can't have, might have*

1 Study these sentences from the listening text, then do the following.

- 1 Tell the students to look at the sentences in the box. Explain that they are all from the listening text in Lesson 1. Now go through the instructions in *a* and *b* with the class. First, the students must underline the modal verbs and then they must explain how the modal verbs are formed from a structure of three parts.
2 Study the given example with the class and make sure the students understand what they have to do.
3 Go through the answers with the class.

Answers:

- 1 That must have made travelling around Cairo easier.
must + have + past participle (given)
2 It must have saved people a lot of money.
must + have + past participle
3 Tunnelling under the Nile can't have been easy.
can't + have + past participle
4 It can't have been cheap.
can't + have + past participle

2 Now discuss these questions in pairs.

- 1 Tell the students to read through the questions.
2 Put the students into pairs and ask them to discuss the answers.
3 Go through the answers with the class.

Answers:

- a He is deducing information.
b From sentence 2, we can deduce that previous forms of transport were very expensive.
From sentence 3, we can deduce that tunnelling under water is difficult.

3 In pairs, discuss the difference in meaning between these sentences.

- 1 Tell the students to read through the pairs of sentences.

- 2 Now put the students into pairs or groups and ask them to discuss the difference in meaning between the sentences in each pair.
3 Ask some of the pairs or groups to share their answers with the whole class. Go through the answers with the class.

Answers:

- a Sentence 1 is a guess or deduction, based on other knowledge or experience. Sentence 2 is based on knowledge. It is a fact.
b Sentence 1 is a deduction which means "I'm almost sure this was cheap." Sentence 2 is a deduction which means "I'm almost sure this wasn't cheap."
c Sentence 1 is a deduction which means "I'm almost

sure it saved people money.”

Sentence 2 is a deduction which means “I’m not sure, but it is possible that people saved money.”

4 Complete with *must have*, *can’t have* or *might have* and give a reason from the box below.

- 1 Tell the students to read through the gapped sentences and then the sentences in the box. Explain that the gapped sentences are all deductions which each need a modal verb inserted to complete them, and the sentences in the box provide the reasons why the deductions were made. Study the given example with the class and make sure the students understand that they must insert a modal verb to complete each gapped sentence and follow each completed sentence with a reason from the box.
- 2 Put the students into pairs. Tell them to work together to complete the sentences and give a reason for their choices. Ask some of the pairs to share their answers with the class.
- 3 Go through the answers with the whole class.

Answers:

- a There must have been a sandstorm. The streets are covered in sand. (given)
- b She might have rung me early this morning. I was out until midday.
- c He must have missed his train. He’s usually late.
- d Ali can’t have forgotten. He’s got a very good memory.
- e It must have been very windy during the night. There are branches all over the ground.
- f His watch can’t have cost a lot of money. It’s made of plastic.

5 In pairs, discuss what you think has happened in this picture.

- 1 Ask the students to study the picture of the car in the tree. Ask them what they can see and then to guess what might have, must have or can’t have happened.
- 2 Write their ideas on the board.

7 Lesson 2

1 Choose the correct modal verb.

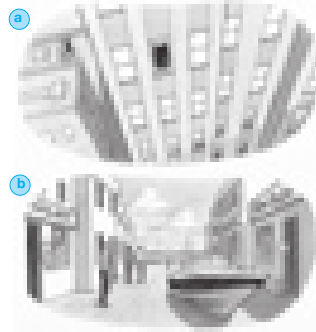
- a I don’t know where my school bag is, Mum.
b It’s not here. You might/can’t have left it on the train.
- a Look, Hesham’s keys are on the table.
b He can’t/must have seen them when he left this morning.
- a I rang you this morning, but you didn’t answer.
b Sorry, I can’t/must have been asleep.
- a He’s only been in the laboratory for ten minutes.
b Surely he can’t/must have finished his experiment already.
- a Ali fell off his bike this morning. Do you know if he’s OK?
b His mother says he must/might have broken his arm.



2 Read these situations and give reasons using *must have* or *can’t have*.

- a Why is everyone putting their umbrellas up?
It must have started raining.
- b Leila took her driving test yesterday. Now she’s looking very unhappy.
.....
- c My friend told me the homework was on page 41, but there isn’t a page 41.
.....
- d Karim thought he had shut the gate to the field, but now the goats are all in the road.
.....

3 Look at the pictures and give possible reasons for what you can see.



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Suggested answers:

The car might have been put in the tree for a joke
The car must have been dropped by a crane/fallen from a cliff.
The car can’t have been driven up the tree.



WORKBOOK

page 34

1 Choose the correct modal verb.

- 1 Tell the students to read through the sentences and do this exercise in the usual way.
- 2 Go through the answers with the class.

Answers:

- | | | |
|-----------------|---------|--------|
| a might (given) | b can’t | c must |
| d can’t | e might | |

Reading

UNIT 7

- 1 Check the meanings of these words in your *Active Study Dictionary*.

base (n) carve cliff illuminate
monument positioned raise (v)

- 2 Discuss these questions in pairs.

- a What connects Abu Simbel with the Aswan High Dam?
b What do the temples at Abu Simbel and the Great Wall of China have in common?

- 3 Read the article and check your answers to Exercise 2.

- 4 Guess the meaning of these two words in the article and compare ideas with a partner.

rays unthinkable

- 5 Choose the correct answer from a, b, c or d.

- 1 The temples of Abu Simbel were...
a built from large pieces of stone.
b made out of mud bricks.
c cut into rock.
d brought from another place.
2 Today, the temples of Abu Simbel are...
a in the same position.
b higher than they used to be.
c under water.
d lower than they used to be.
3 The Chinese built the Great Wall...
a to stop enemy invasions.
b to stop people escaping from China.
c to give work to Chinese people.
d to attract tourists to China.
4 What is special about the Great Wall?
a It is the widest wall in the world.
b It is the oldest structure built by man.
c It took thousands of years to build.
d It is the longest structure built by man.

- 6 What other great building and engineering works do you know of? Discuss in pairs.

Great engineering

Egypt has many amazing works of engineering, both ancient and modern. At the south of Aswan, for example, Abu Simbel is the site of two temples which were **carved** into a **cliff** in about 1250 BCE. The larger temple was **positioned** so that at certain times of the year, the **rays** of the rising sun would **illuminate** the statues of Ptah, Amun-Re, Ramses II and Re-Horakhty.

In 1954, the government decided to build the Aswan High Dam. This meant that the Nile Valley would be flooded and that Abu Simbel itself would be under water. It was **unthinkable** that Egypt should lose one of its most important **monuments**, so plans were made to rescue it.

The massive statues were cut into pieces which weighed over 30 tonnes each. These were **raised** over 60 metres up the cliff, where they were attached to a concrete **base**. The work took thousands of workers and more than three years to complete. Today, the temples, which were re-opened in 1968, are an amazing combination of ancient and modern engineering.

Many years after the building of Abu Simbel, China had a different problem which was solved by another great engineering project. Many years ago, enemies were attacking the rich towns of northern China. The emperor decided to keep the attackers out, so work on the Great Wall of China began in 220 BCE and continued for hundreds of years. Eventually, the wall reached a length of 6,400 km. It is the longest structure ever built and was all made without machines. Its five-metre width is wide enough for soldiers to ride along on horses to stop attackers from climbing over the wall.



43

page number./It can't be the right page.

- d He must have left the gate open./He can't have shut the gate.

3 Look at the pictures and give possible reasons for what you can see.

- 1 Ask the students to study the two pictures. First of all, ask them simply to describe them.
- 2 Now put the students into pairs. Tell them to discuss possible reasons for the situation shown in each picture. Tell them to try to find at least two reasons for each situation.
- 3 Ask some of the pairs to share their answers with the rest of the class.

Suggested answers:

- a The window must have been broken from the inside.
The window can't have been broken from the outside – it's too high.
The window might have been broken by someone in the flat.
- b There must have been very high water.
The boat can't have sailed there – it's in an ordinary street.
The boat might have fallen off a lorry taking it somewhere by road.

2 Read these situations and give reasons using *must have* or *can't have*.

- 1 Tell the students to read through the situations. Explain that they must think of a reason for each situation, as in the given example. There is no one correct answer.
- 2 Ask some of the students to suggest their ideas and write them on the board.

Suggested answers:

- a It must have started raining. (given)
b She must have failed (her driving test)./She can't have passed her driving test.
c He/She must have made a mistake/told me the wrong

LESSON 3

SB page 43 WB page 35

Reading

1 Check the meanings of these words in your *Active Study Dictionary*.

- 1 Ask the students to look at the words in the box. Tell them you are going to read them out and ask the students to mark the stress on each word by underlining the part of the word that has the stress.
- 2 Now tell the students to look up the meanings of the words in their *Active Study Dictionary*.

Answers:

<u>base</u> (n.)	a low hard surface on which other things can be built/the lowest part or surface of something
<u>carve</u>	to cut something, especially stone or wood, into a particular shape
<u>cliff</u>	a high steep rock or piece of land
<u>illuminate</u>	to make light shine on something
<u>monument</u>	a large structure that is built to remind people of an important event or famous person
<u>positioned</u>	put something or someone in a place
<u>raise</u>	to move or lift something to a higher position

2 Discuss these questions in pairs.

- Put the students in pairs and tell them to read through the two questions. Tell them to discuss the answers.
- Now ask some of the pairs to share their answers with the class. Explain that they will find the correct answers when they complete Exercise 3.

3 Read the article and check your answers to Exercise 2.

- Tell the students to read through the article. Explain that they should look again at the questions in Exercise 2 and check their answers.
- Go through the answers with the whole class.

Answers:

- The temples at Abu Simbel had to be moved when the Aswan High Dam was built so as not to be flooded.
- They are both amazing works of ancient engineering/buildings created thousands of years ago.

4 Guess the meaning of these two words in the article and compare ideas with a partner.

- Ask the students to read the two words in the box and then to find them in the text.

- Tell them to guess the meaning of the words. Put the students into pairs and tell them to share their ideas of what they think the two words mean.
- Ask some pairs to share their answers with the class. Now tell the students to check the meaning of the words in the *Active Study Dictionary*. Were they correct?

Answers:

<u>rays</u>	narrow beams of light or energy from the sun
<u>unthinkable</u>	impossible to imagine or accept

5 Choose the correct answer from a, b, c or d.

- Tell the students to read carefully through the items first and to do the exercise in the usual way.
- Go through the answers with the whole class.

Answers:

1 c (given)	2 b	3 a	4 d
-------------	-----	-----	-----

6 What other great building and engineering works do you know of? Discuss in pairs.

- At the start of the unit, the students talked about four or five great engineering works and identified the countries where they are found.
- Put the students into pairs. Ask them to try to remember the engineering works they talked about and to think of some more. Tell them to try to explain why they are special. Ask some pairs to share their ideas with the class.

Lesson 3 UNIT 7

1 Match these words with their meanings.

- | | |
|--------------|--|
| a base | 1 <input type="checkbox"/> high rock |
| b positioned | 2 <input type="checkbox"/> make light shine on something |
| c carve | 3 <input type="checkbox"/> put someone or something in a place |
| d cliff | 4 <input checked="" type="checkbox"/> a hard surface on which other things can be built |
| e illuminate | 5 <input type="checkbox"/> a large structure that is built to remind us of an important event or a famous person |
| f monument | 6 <input type="checkbox"/> move something to a higher position |
| g raise | 7 <input type="checkbox"/> cut stone or wood into a particular shape |

2 Complete with the correct form of words from Exercise 1.

- a The height of the cliff is 25 metres.
- b The artist the sculpture from a massive piece of stone.
- c At night, bright lights always the front of the palace.
- d If you want to ask the teacher a question, you should your hand.
- e The Sphinx is near the Pyramids of Giza.
- f The statue of the pharaoh is a famous ancient
- g The statue is built on a hard made of concrete.

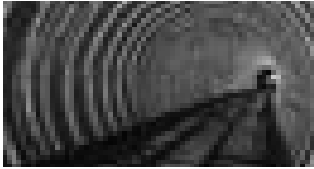
3 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

- a The tunnel is about eight metres across. (*diameter*)
 The diameter of the tunnel is about eight metres.
- b The length of the Great Wall of China is 6,400 kilometres. (*long*)

- c The width of the top of the wall is five metres. (*wide*)

- d The length of the Cairo underground Line 1 is 44 kilometres. (*long*)

- e The Great Pyramid is about 150 metres high. (*height*)



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2 Complete with the correct form of words from Exercise 1.

- 1 Explain that the students must use the words from the first exercise to complete the sentences. Tell them to read carefully through the sentences and then decide which word to use. Tell them to make sure they are using the correct form (for example, verb tense) of each word.
- 2 Now go through the answers with the class.

Answers:

- | | |
|-----------------|------------|
| a cliff (given) | b carved |
| c illuminate | d raise |
| e positioned | f monument |
| g base | |

3 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

- 1 Tell the students to read through the sentences and to do the exercise in the usual way.
- 2 Put the students into pairs and ask them to compare their answers. Ask some of the pairs to share their answers with the class.
- 3 Go through the answers with the class.

Answers:

- a The diameter of the tunnel is about eight metres. (given)/The tunnel is about eight metres in diameter.
- b The Great Wall of China is 6,400 kilometres long.
- c The top of the wall is five metres wide.
- d The Cairo underground Line 1 is 44 kilometres long.
- e The height of the Great Pyramid is about 150 metres.



WORKBOOK

page 35

1 Match these words with their meanings.

- 1 Tell the students to read and do to the exercise in the usual way.
- 2 Go through the answers with the class.

Answers:

- | | | | |
|-------------|-----|-----|-----|
| a 4 (given) | b 3 | c 7 | d 1 |
| e 2 | f 5 | g 6 | |

LESSON 4

SB page 44

Critical thinking

1 Answer the following questions.

- 1 Tell the students to read through the questions carefully. If necessary, tell the students to reread the text on page 43 again.
- 2 Tell the students to answer the questions. Once the students have finished writing, put them in pairs and ask them to compare their answers.
- 3 Now go through the answers with the class.

Answers:

- a They were built in about 1250 BCE. (given)
- b It was decided to build the Aswan High Dam (and in the process flood the Nile Valley).
- c It is 6,400 kilometres long.

Suggested:

- d They wanted the sun to light up the statues at certain important times of the year.
- e Because they were rich, so other people probably wanted their money.
- f Because it is so large and long and it was made without machines.

2 Read this quotation from the article and discuss the questions.

- 1 Tell the students to read the quotation. Help them with any vocabulary they find difficult. Tell the students to read through and then answer the questions.
- 2 Put the students into pairs and ask them to compare their answers. Ask some pairs to share their answers with the class.
- 3 Go through the answers with the class.

Suggested answers:

- a To prevent the Nile from flooding, to generate electricity and to provide water for agriculture.
- b People can be forced to move from their homelands, but new settlements may also be built and new jobs created.
- c Students' own ideas.

7

Critical thinking

1 Answer the following questions.

- a When were the two temples at Abu Simbel built? *They were built in about 1250 BCE...*
- b What was decided in 1954?
- c How long is the Great Wall of China?
- d Why do you think the builders of the temples at Abu Simbel wanted the sun to illuminate the statues?
- e Why do you think the towns of northern China were being attacked?
- f Why do you think it took so many years to build the Great Wall of China?

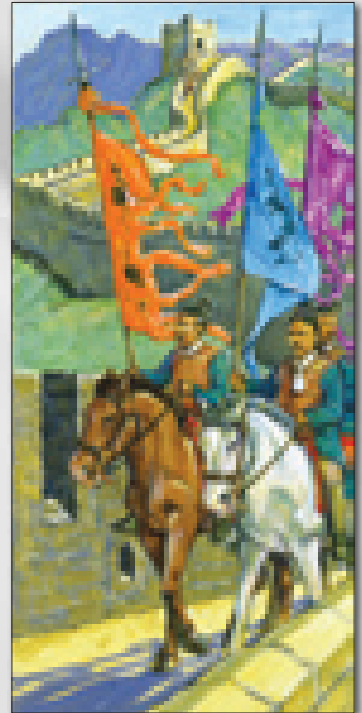
2 Read this quotation from the article and discuss the questions.

In 1954, the government decided to build the Aswan High Dam. This meant that the Nile Valley would be flooded and that Abu Simbel itself would be under water. It was unthinkable that Egypt should lose one of its most important monuments, so plans were made to rescue it.

- a Why was it so important for Egypt to build the Aswan Dam?
- b What effects do huge engineering projects like the Aswan Dam have on the people who live in the area?
- c Do you agree that it is unthinkable that countries should lose ancient monuments? Why/Why not?

3 Discuss these questions in pairs.

- a Historical monuments are sometimes threatened by new engineering or building projects. What other things may threaten them?
- b Is it ever right for historical monuments to be destroyed?
- c How do you think we should protect historical monuments?



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3 Discuss these questions in pairs.

- 1 Tell the students to read the questions first. Put the students into groups and ask them to discuss the answers.
- 2 Ask some of the groups to share their answers with the whole class.

Suggested answers:

- a Pollution, too many tourists, the weather, natural disasters such as earthquakes.
- b Some students may feel that sometimes historical buildings need to be destroyed so other things can be built, or because they might be dangerous, etc.
- c We should maintain them, protect them with laws, ask the government to buy them so they are owned by the people.

LESSON 5

SB page 45 WB page 36

Communication

UNIT 7

1 Discuss these questions in pairs using the language below.

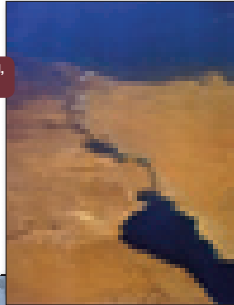
Language to deduce information

- I think they must have...
- Surely/I'm sure they can't have...
- Well, they might have...

- Why do you think these structures were built?
- How do you think these structures were built?
- What problems and difficulties do you think there were in building them?



The world's first iron bridge, England, 1779



The Suez Canal, Egypt, 1869

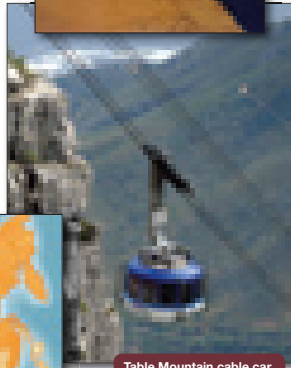


Table Mountain cable car, South Africa, 1929

The Trans-Siberian Railway, Russia, 1891-1916



2 Work in groups of four.

- Each pair of students should present their answers to the questions in Exercise 1.
- Try to come to an agreement on the best answers.



Engineering projects

Using the internet or a library, find out as much as you can about one of these building projects.



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Suggested answers:

- I think the Suez Canal must have been built so people could travel more quickly between the Indian Ocean and the Mediterranean Sea.

Surely the first iron bridge was built so people and goods could travel more easily and quickly from one side of the river to the other.

I think they built the Table Mountain cable car so that more people could enjoy the spectacular views from Table Mountain.

Well, they might have built the Trans-Siberian Railway to make all the areas it crosses more accessible to the rest of the country.

- I think they must have used many slaves to dig the canal originally.
I think they must have drawn plans for the bridge and then made the iron pieces to those plans.

I'm sure they can't have built the Table Mountain cable car without using machines.

Well, they might have used soldiers to build the Trans-Siberian railway.

- Well, they might have had problems in working manually in very great heat.
I'm sure they must have had difficulties convincing people that the first iron bridge would be safe.

I think they must have had difficulties in getting the first cable to the top of the mountain.

I'm sure they can't have found it easy to lay the railway through the mountains, and providing the materials for such a big project must have been very expensive.

Communication

1 Discuss these questions in pairs using the language below.

- Tell the students to look at the pictures. Ask what engineering structures they can see and in which countries they can be found. Tell the students to read the questions.
- Now put the students into pairs and ask them to discuss the answers. Explain that they do not need to know the correct answers; they must make suggestions. Encourage them to use the language in the box to help them form their answers.

2 Work in groups of four.

- Put the pairs into groups of four. Ask the group members to share their answers to Exercise 1 with the group. The group must then decide on the best answer to each question. One person from each group should present the group's answers to the class.

Research

Read through the research question with the class. Let the students begin their research in class and complete for homework. Allow them to present their research results in one of several ways: as an essay, a poster, or a slide presentation on the computer.



WORKBOOK

page 36

1 Choose the correct verb. Which of the structures from the Student's Book are they discussing?

- 1 Tell the students to read through the dialogues and do the exercise in the usual way.
- 2 Tell them to name the engineering structure that each dialogue refers to.
- 3 Go through the answers with the class.

Answers: _____

- a must (given) b can't
c might d can't e must

They are discussing the construction of the first iron bridge.

2 Take notes for a magazine article about one of the structures you discussed in the Student's Book.

- 1 Ask the students to choose one structure to write a magazine article about. Tell them to look at the plan provided in the Workbook and to read the guidelines for each paragraph. Tell the students to make notes for each paragraph.
- 2 Put the students into pairs, ask them to compare their notes and explain to their partner what they are planning to write.

7 Lesson 5

1 Choose the correct verb. Which of the structures from the Student's Book are they discussing?

- a A I think this structure was built about 200 years ago.
B It **can't/must** have been very difficult. Those pieces of metal look incredibly heavy.
- b A Do you think they made the pieces nearby or brought them from somewhere else?
B They **can't/might** have brought them very far. They're too big.
- c A They **might/must** have brought them by boat.
d B No, they **can't/must** have brought them by boat. The boat would have sunk!
- e A However they did it, it **might/must** have been hard work for a lot of people.

2 Take notes for a magazine article about one of the structures you discussed in the Student's Book.

- | | |
|---|---|
| <p>• Paragraph 1 (Describe the structure. Say where it is, when it was built and what it is or was used for.)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>• Paragraph 3 (Describe the problems and difficulties the engineers or builders might have had.)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| <p>• Paragraph 2 (Explain how you think it was built.)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> | <p>• Paragraph 4 (End by saying why you chose this structure.)</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |

3 Write your article in 125–150 words.

- a Write your first draft quickly. Follow the notes you made in your plan.
b Read what you have written very carefully. Look for grammar and spelling mistakes. Check the correct spelling in your *Active Study Dictionary*.
c Correct the mistakes, then write the final article.

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3 Write your article in 125-150 words.

- 1 Tell the students to use their notes to write the four paragraphs. When they have written it, tell them to check any spellings they are unsure of. Help the students to correct any mistakes and then tell them to rewrite their article.
- 2 Now put the students into groups and ask each member to read out their article to the group. Tell each group to choose one article from their group to read out to the whole class.

Assessment

Listening Task

Target element: revise the key grammar points and vocabulary

On the board, write the sentences below. Tell the students that you are going to play the tape for the listening from Student's Book, Lesson 1, Exercise 3. Tell them to listen carefully and complete the sentences with the correct words. You may need to play the tape twice.

- 1 Yes, the quickest way from here's to take an _____ train.
- 2 That really _____ have made travelling around Cairo easier, especially for commuters.
- 3 It must have _____ people a lot of money and improved their journeys to work.
- 4 That's amazing! Tunnelling under the Nile _____ have been easy.

Answers:

- 1 underground
- 2 must
- 3 saved
- 4 can't

Speaking Task

Target element: discuss engineering and revise grammar and vocabulary

- 1 On the board, write the following names of famous engineering works in Egypt.
The Suez Canal
The Cairo Underground
Aswan High Dam
- 2 Write the following questions on the board. Ask the students to work in pairs or groups to discuss each of the structures and to answer the questions.

What did they build?

Can you describe it?

What benefits did it bring to Egypt?

Reading Task

Target element: revise the main text from the unit

Write the sentences below on the board. Explain that there is one mistake in each sentence and they must find and correct it. When they have done this, tell them to reread the text, 'Great engineering' on Student's Book page 43 and check that their answers are correct.

- 1 Abu Simbel is the site of two canals carved into a cliff in about 1250 BCE.
- 2 In 1954, the government decided to build the Aswan High Temple.
- 3 It was unthinkable that Egypt should lose one of it its most important rivers.
- 4 Eventually the wall reached a height of 6,400 kilometres.

Answers:

- 1 ~~canals~~ temples
- 2 ~~Temple~~ Dam
- 3 ~~rivers~~ monuments
- 4 ~~height~~ length

Writing Task

Target element: revise key vocabulary and language from the unit

Ask the students to choose one famous engineering work anywhere in the world. Tell them to write about it but not to name it. Tell them to do the following:

- write about where it is located
- describe what it is
- write about how it has helped/what it did.

Now ask individual students to read out their texts to the class and tell the class to guess which famous engineering work is being described.

UNIT 8

STEVENSON: *DR JEKYLL AND MR HYDE*

SB pages 46-50

WB pages 37-40

Objectives

Grammar

Reported speech

Listening

Listen for gist and for detail

Reading

Read for detail and to understand reference words

Critical thinking

Understand all sides of human nature

Functions

Make and respond to suggestions

Writing

An informal e-mail about a book club

UNIT 8 Stevenson: *Dr Jekyll and Mr Hyde*

Listening

- 1 Check the meanings of these words in your *Active Study Dictionary*.
 admit biography knock (v) permanently
 profession recuperate respectable
- 2 Discuss the following in pairs, then listen and answer.
 - a Look at the pictures. What can you guess about the writer Robert Louis Stevenson?
 - b Listen to a radio programme about the writer and check your ideas.
- 3 Listen again and complete these sentences.
 - a The presenter's son was reading late at night because he wanted to finish reading his book...
 - b Sally Spencer is writing
 - c At university, Stevenson studied
 - d Stevenson's father would have preferred him to
 - e Stevenson started writing when he was in
 - f He wrote *Dr Jekyll and Mr Hyde* while he was living
- 4 Discuss this question in pairs.
 Why do you think Stevenson wanted to live on the island of Samoa rather than stay in Scotland?
- 5 The sounds of English
 - a Listen and underline the words in these sentences which are stressed.

- 1 He went to university to study engineering.
 - 2 He wanted to be a writer, not an engineer.
 - 3 What did his father think about that?
 - 4 He decided to live on Samoa permanently.
 - b Listen again and repeat each sentence, stressing the underlined words.

Objectives

Grammar Reported speech

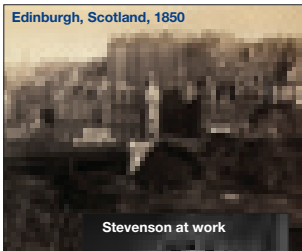
Listening Listen for gist and for detail

Reading Read for detail and to understand reference words


Critical thinking Understand all sides of human nature

Function Make and respond to suggestions

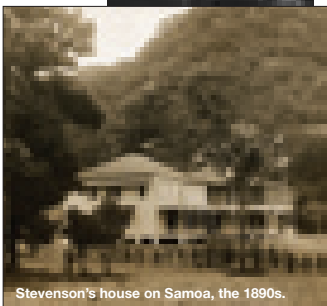
Writing An informal e-mail about a book club



Edinburgh, Scotland, 1850



Stevenson at work



Stevenson's house on Samoa, the 1890s.

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LESSON 1

SB page 46

WB page 37

Before using the book:

- On the board, write the following questions:

Name the last book that you read./What colour was it?/Who wrote it?/What book are you reading now?/Do you like the book? Why/Why not?/What is your favourite book?/ Why do you like it?

- Go through the questions with the class. Then put the students into pairs and ask them to ask each other the questions and answer them.

Listening

1 Check the meanings of these words in your *Active Study Dictionary*.

- Write the words from the box on the board. Tell the students to look up the meaning of the words in their *Active Study Dictionary*. Say the words and ask the students to repeat them. Invite students to come to the front of the class to underline the stress on each word.
- Now put the students into pairs and ask them to practise saying the words.

Answers:

<i>admit</i>	agree or say that something is true, although you do not want to
<i>biography</i>	a book about a person's life
<i>knock</i> (v)	hit a door with your hand in order to attract someone's attention
<i>permanently</i>	for all future time, or for a very long time
<i>profession</i>	a job that needs special education and training
<i>recuperate</i>	to spend time getting better after an illness, injury, etc.
<i>respectable</i>	behaving in a way that people think is socially acceptable or morally right

2 Discuss the following in pairs, then listen and answer.

- Ask the students to look at the photos. Tell them to think of all the words they can associate with each picture and write them down.
- Put the students into pairs. Tell them to read through the first question and ask them to discuss their ideas about who Robert Louis Stevenson is based on these pictures.
- Tell the students you will play a tape for them to check their ideas about the writer. You may need to play the tape twice.
- Ask the students to check their ideas again with their partner.

TAPESCRIPT

Presenter: Hello, and welcome to The Book Programme. I'd like to start by telling you something that happened last night. As I was going to bed, I saw that my son's bedroom light was still on. I

knocked on the door and went in. My son was reading in bed. I complained that it was rather late and that it was time for him to go to sleep. I said he would be tired the next day.

My son explained that his book was really exciting and he wouldn't be able to sleep until he'd finished it. When I asked him what he was reading, he said, "Treasure Island" – probably the most popular book by the writer we're looking at today: Robert Louis Stevenson. My guest is Sally Spencer, who's writing a biography of Stevenson. Sally – could you tell us about Stevenson's life?

Sally Spencer: Certainly. It's not surprising that your son enjoyed *Treasure Island*. It was written in 1883 and has been a best-seller ever since. The author, Robert Louis Stevenson, was born in Edinburgh, Scotland, in 1850. As a child, he had health problems and spent a lot of time in bed. In 1867 he went to Edinburgh University to study engineering. However, he was more interested in literature. Stevenson soon told his father that he wanted to be a writer.

Presenter: What did his father think about that?

Sally Spencer: He was disappointed because he wanted his son to have a respectable profession. He wanted him to be an engineer like him. But he said his son could be a writer if that was what he wanted.

Presenter: Did he start writing immediately?

Sally Spencer: No, he didn't. In 1873, he was very ill and his doctor told him he should go abroad to recuperate. That's why he went to the south of France, where he started to write essays, reviews and short stories.

Presenter: When did he start writing novels?

Sally Spencer: Well, he wrote his best works, including *Treasure Island*, *Kidnapped* and *Dr Jekyll and Mr Hyde*, between 1880 and 1887.

Presenter: Was he living in Britain during this time?

Sally Spencer: Yes. He lived in Britain until 1887, when his father died. Later, Stevenson and his wife sailed to the South Seas and visited the island of Samoa. The climate there was good for Stevenson's health and they liked it so much that they decided to live there permanently.

Presenter: Did he ever go back to Scotland?

Sally Spencer: No, he didn't. He stayed in Samoa and continued writing until he died in 1894.

Presenter: Thank you, Sally. I must admit, I found Dr Jekyll and Mr Hyde even more exciting than Treasure Island. When my son's read them both, I'll ask him if he agrees.

3 Listen again and complete these sentences.

- 1 Tell the students to read through the six sentence beginnings. Explain to them that you are going to play the tape again and they are going to listen for the correct endings to the six sentences.
- 2 Now play the tape again, and ask the students to complete each sentence.
- 3 Ask some of the students to come to the board and write out their sentences. Go through the answers with the students.

Answers:

- a he wanted to finish reading his book. (given)
- b a biography of Robert Louis Stevenson.
- c engineering.
- d be an engineer/have a respectable profession.
- e the south of France.
- f in Britain.

4 Discuss this question in pairs.

- 1 Tell the students to read through the question and make some notes about their answer.
- 2 Put the students into pairs to compare and discuss ideas. Ask some of the students to share their answer with the whole class.

Suggested answers:

The climate in Samoa was much warmer than in Edinburgh, and this was better for his health. His life was simpler and easier than in Scotland. Life was probably more relaxing on Samoa. People were perhaps friendlier on Samoa. Because life was different and more exciting than in Scotland.

5 The sounds of English

- 1 Tell the students to read through the sentences in the box. Explain that they are going to hear the four sentences on the tape. Tell them that the important information word in each sentence carries the main stress.
- 2 Ask the students to listen carefully for the stressed word in each sentence and to underline the stressed word in each sentence, as in the example.
- 3 Play the tape a second time.
- 4 Tell the students to compare their answers with a person next to them. Go through the answers with the class.

Answers:

- 1 engineering (given)
- 2 writer
- 3 father
- 4 permanently

T A P E S C R I P T

Narrator: One.

Sally Spencer: He went to university to study engineering.

Narrator: Two.

Sally Spencer: He wanted to be a writer, not an engineer.

Narrator: Three.

Presenter: What did his father think about that?

Narrator: Four.

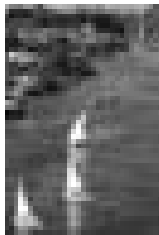
Sally Spencer: He decided to live on Samoa permanently.

UNIT 8 Stevenson: *Dr Jekyll and Mr Hyde*

1 Complete the sentences with the correct form of these words.

admit biography knock permanently profession recuperate respectable

- a My brother went on holiday to Aswan. Now he's decided to live there permanently.
- b I thought the test would be easy, but I must
I'm finding it quite difficult.
- c Someone on our door late last night, but I didn't open it.
- d Doctors and nurses belong to the medical
- e All my friends come from very families.
- f My grandfather at the moment after a long illness.
- g I'm reading a new of William Shakespeare.
He had a very interesting life.



2 Use your Active Study Dictionary to complete these sentences with the correct form of the word in brackets.

- a Ali wasn't badly injured in the accident, but his recuperation took longer than we thought.
(recuperate)
- b I've worked in a lot of different places. Now I'd like a more job. (permanently)
- c You can find information about many writers on the internet. (biography)
- d When he said sorry, it was an that he had been wrong. (admit)
- e I people who are honest and work hard. (respectable)
- f If you are a doctor, it's very important to behave towards your patients. (profession)

3 Underline the stressed words in B's replies, then read the dialogue in pairs.

- a A Was Robert Louis Stevenson born in England?
B No, he was born in Scotland.
- b A Which university did Stevenson go to?
B He went to Edinburgh University.
- c A Did he study literature there?
B No, he studied engineering.
- d A Where did he start to write?
B He started to write in France.
- e A Did Stevenson want to be an engineer?
B No, his father wanted him to be an engineer.
- f A You know a lot about him!
B Now you do, too!

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2 Use your Active Study Dictionary to complete these sentences with the correct form of the word in brackets.

- 1 Make sure the students understand that they must complete the sentences using the correct form of the words in brackets. These are also the words used in Exercise 1.
- 2 Tell the students to read through the gapped sentences first. Go through the example with the class, ensuring that they understand the change in the form of the word. Ask the students to complete the rest of the sentences in the same way.
- 3 Put the students into pairs to compare their answers. Go through the answers with the class.

Answers:

- a recuperation (given) b permanent
c biographical d admission
e respect f professionally

3 Underline the stressed words in B's replies, then read the dialogue in pairs.

- 1 Ask a strong reader to join you at the front of the class. Tell the students you are going to read a dialogue together (you read B). Tell the students to listen for and underline the stressed words when you read your replies.

- 2 Put the students into pairs to compare their answers. Go through the answers with the class.
- 3 In the same pairs, tell the students to read the dialogue twice, each taking turns at reading B. Walk round and listen for any common errors. Point out any general problems with pronunciation to the whole class.

Answers:

- a Scotland (given)
b Edinburgh
c engineering
d France
e father
f you, too



WORKBOOK

page 37

1 Complete the sentences with the correct form of these words.

- 1 Ask the students to look at the words in the box. Tell them to look up words they don't know.
- 2 Ask the students to read through the seven gapped sentences. Explain that they must use the words in the box to complete the sentences.
- 3 Go through the answers with the class.

Answers:

- a permanently (given) b admit
c knocked d profession
e respectable f is recuperating
g biography

LESSON 2

SB page 47

WB page 38

Language focus

Reported speech

1 Study these sentences from the listening text, then do the following.

- 1 Ask the students to read through the sentences in the box. Look at the given example with the class and explain that the students must write out the speaker's actual words for each sentence in the same way. Remind them to use quotation marks around the spoken words.
- 2 Put the students into pairs to compare their answers.
- 3 Now tell them you are going to play the tape and they must listen and check their answers. You may need to play the tape several times.
- 4 Go through the answers with the class.

Answers:

- 1 "It's rather late and it's time for you to go to sleep." (given)
- 2 "You'll be tired tomorrow."
- 3 "My book is really exciting."
- 4 "I won't be able to sleep until I've finished it."
- 5 "What are you reading?"
- 6 "I want to be a writer."
- 7 "Do you agree?"

Language focus

Reported speech

Grammar rev p127

UNIT 8

1 Study these sentences from the listening text, then do the following.

- a What were the speakers' words in each case?
- b Listen to check your answers.

- 1 I complained that it was rather late and that it was time for him to go to sleep.
"It's rather late and it's time for you to go to sleep."
- 2 I said he would be tired the next day.
.....
- 3 My son explained that his book was really exciting.
.....
- 4 He said he wouldn't be able to sleep until he had finished it.
.....
- 5 I asked him what he was reading.
.....
- 6 He said that he wanted to be a writer.
.....
- 7 I'll ask him if he agrees.
.....



2 Discuss these questions in pairs.

- a What are the differences between reported speech and direct speech?
- b Look at sentence 5. When we report questions, how does the order of words change?
- c Look at sentence 7. What word do we add when we report Yes/No questions?

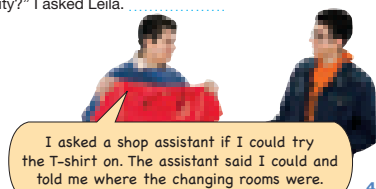
3 Report these sentences.

- a "I'll be home tomorrow morning," she promised.
She promised that she would be home the next morning.
- b "Where have you been?" he asked me.
- c "My brother is helping me with my homework this afternoon," she admitted.
- d "Have you finished reading the book I lent you last week?" he asked me.
- e "We're meeting them here next Saturday," she said.
- f "What are you hoping to study at university?" I asked Leila.

DON'T FORGET
When we report Yes/No questions, we have to add *if* or *whether*.
"Are you feeling all right?"
She asked if/whether I was feeling all right.

4 Work in pairs

- a Think about a recent conversation you had or heard.
- b Report what people said in the conversation, like the example.



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TAPESCRIPT

Narrator: One.

Presenter: *It's rather late and it's time for you to go to sleep.*

Narrator: Two.

Presenter: *You'll be tired tomorrow.*

Narrator: Three.

Boy: *My book is really exciting.*

Narrator: Four.

Boy: *I won't be able to sleep until I've finished it.*

Narrator: Five.

Presenter: *What are you reading?*

Narrator: Six.

Man: *I want to be a writer.*

Narrator: Seven.

Presenter: *Do you agree?*

2 Discuss these questions in pairs.

- 1 Tell the students to read through the questions and to make some notes for their answers.
- 2 Put them into pairs to compare their answers and discuss ideas. Ask some of the students to share their answers with the whole class.
- 3 Go through the answers with the class.

Answers:

- a The verb tense changes (in reported speech, verbs move one step into the past). Pronouns and time words change, for example *You will be tired tomorrow* → *I said he would be tired the next day.*
- b In reported questions we use normal word order, i.e. the subject comes before the verb. The question

UNIT 8 Lesson 2

1 Read the reported speech and write what the people said.

a She complained that she had waited for more than an hour for her appointment.

"I've waited for more than an hour for my appointment!"

b They promised that they would phone us as soon as they arrived.

c He admitted that he had arrived late the night before.

d She explained that she was hoping to come and see me the following week.

e He agreed he would not tell anyone what I had said.

f He asked me if I knew that his sister had been ill.

g We wanted to know what they thought of his idea.

2 Write a list of the reporting verbs in Exercise 1.

complained

3 Rewrite this conversation in reported speech using the reporting verbs in brackets.

Nadia Are you doing anything interesting at the weekend? (*want to know*)

a *Nadia wanted to know if I was doing anything interesting at the weekend.*

Nahla No, I don't have any plans. (*admit*)

b

Nadia Would you like to come shopping with me? (*want to know*)

c

Nahla I'll have to ask my mother. (*explain*)

d

Nadia Can you phone me to tell me what she says? (*ask*)

e

Nahla Yes, I'll phone you this evening. (*promise*)

f

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word comes after the subject and object.

c We add *if* or *whether*.

3 Report these sentences.

1 Read through the tip box with the students about how to report *Yes/No* questions, and remind them of the rules.

2 Tell the students to read through the direct speech sentences. Review the example with the students.

3 When they have completed the exercise, put the students into pairs to compare their answers.

4 Go through the answers with the class.

Answers:

- a She promised that she would be home the next morning. (given)
- b He asked me where I had been.
- c She admitted that her brother was helping her with her homework that afternoon.
- d He asked me if/whether I had finished reading the book he had lent me the week before.
- e She said they were meeting them there the following Saturday.
- f I asked Leila what she was hoping to study at university.

4 Work in pairs.

- 1 Tell the students to read the example reported speech in the bubble. Ask the students to think of a recent conversation they have had and to write it out in reported speech.
- 2 Put the students into pairs and tell them to read their reported conversations to each other.
- 3 Ask some of the students to read their answers to the class.



WORKBOOK

page 38

1 Read the reported speech and write what the people said.

- 1 Tell the students to read through the reported speech sentences carefully. Ask them to write down the words as they were said.

- 2 Put the students into pairs and ask them to compare their answers. Invite some students to read their answers to the class.
- 3 Go through the answers with the class.

Answers:

- a "I've waited for more than an hour for my appointment!" (given)
- b "We'll phone you as soon as we arrive."
- c "(I admit) I arrived late last night."
- d "I'm hoping to come and see you next week."
- e "I won't tell anyone what you said."
- f "Do you know that my sister has been ill?"
- g "What did they think of his idea?"

2 Write a list of the reporting verbs in Exercise 1.

- 1 Tell the students to create a list of the reporting verbs used in Exercise 1.
- 2 Put them in pairs to compare their lists. Go through the answers with the class.

Answers:

complained (given), promised, admitted, explained, agreed, asked, wanted to know

3 Rewrite this conversation in reported speech using the reporting verbs in brackets.

- 1 Tell the students to read through the dialogue. Explain that they must rewrite the conversation in reported speech and use the reporting verbs in brackets. Ask the students to work alone to do this.
- 2 Put the students into the pairs to compare their answers.
- 3 Ask some students to share their answers with the class. Go through the answers with the class.

Answers:

- a Nadia wanted to know if I was doing anything interesting at the weekend. (given)
- b I admitted that I didn't have any plans.
- c Nadia wanted to know if I would like to go shopping with her.
- d I explained that I would have to ask my mother.
- e Nadia asked if I could phone her to tell her what she said. / Nadia asked me to phone her to tell her what she said.
- f I promised I would phone her that evening. / I promised to phone her that evening.

8

Reading

1 Check the meanings of these words in your Active Study Dictionary.

appearance blackmail (v)
colleague commit (a crime)
human nature in conflict
personality will (n)

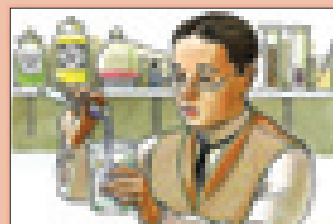
2 Read the summary of *Dr Jekyll and Mr Hyde* and discuss these questions in pairs.

- a In what ways are Dr Jekyll and Mr Hyde different?
- b Why is this a strange question?



Dr Jekyll and Mr Hyde

Dr Jekyll and Mr Hyde takes place in London in the nineteenth century. Dr Henry Jekyll, a respected scientist, is doing research into **human nature**. He believes that human beings have a good and an evil side and that these sides are always **in conflict**. Dr Jekyll's **colleagues** disagree with his ideas and disapprove of his research. So Dr Jekyll starts doing secret experiments on himself to prove his ideas. He takes special medicine which changes not only his character, but also his **appearance**. For a short time after he takes the medicine, he becomes Mr Hyde, an evil man who looks frightening, has a violent **personality** and **commits** terrible crimes.



3 Are these sentences True or False? Correct the false ones.

- a Dr Jekyll's colleagues believe in his research project.
False. Dr Jekyll's colleagues disagree with his ideas.
- b Dr Jekyll does experiments on his friends.
- c When Dr Jekyll becomes Mr Hyde, people do not recognise him.
- d Dr Jekyll's friends do not understand why he has decided to leave everything to Mr Hyde.
- e His friends believe that Dr Jekyll may be demanding money from Hyde.
- f Dr Jekyll's experiments show that he was wrong about human nature.
- g At the end of the story, Dr Jekyll prefers being evil to being good.

4 Discuss this question in pairs.

In the last sentence of the story, why is the word *both* in inverted commas?

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LESSON 3

SB page 48

WB page 39

Reading

1 Check the meanings of these words in your Active Study Dictionary.

- 1 Ask the students to look at the words in the box. These are all words that are included in the text 'Dr Jekyll and Mr Hyde'.
- 2 Tell them you are you are going to read out the words and they must listen carefully and

underline the part of each word that has the stress.

- 3 Now tell them to look up the meanings of the words in their *Active Study Dictionary*.

Answers:

<i>appearance</i>	the way that someone or something looks or seems to other people
<i>blackmail</i> (v)	to make someone pay you money or do what you want by threatening to tell secrets about them
<i>colleague</i>	someone you work with
<i>commit a crime</i>	do something illegal
<i>human nature</i>	behaviour, faults qualities, etc. that are typical of ordinary people
<i>in conflict</i>	a situation of disagreement or fighting between people or groups or ideas
<i>personality</i>	someone's character, especially the way they behave towards other people
<i>will</i> (n.)	a legal document in which you say who you want to give your money and property to after you die

2 Read the summary of *Dr Jekyll and Mr Hyde* and discuss these questions in pairs.

- 1 Ask the students to read through the text quickly. As a class, discuss the first question. Ask different students to make suggestions.
- 2 Put the students into pairs and tell them to discuss the second question.
- 3 Ask some pairs to share their answer with the class.

Answers:

- a Dr Jekyll is a respectable scientist and a good man, but Mr Hyde is a bad man who looks frightening and is a violent criminal.
- b Because Dr Jekyll and Mr Hyde are two sides of the same person.

3 Are these sentences *True* or *False*? Correct the false ones.

- 1 Ask the students to read through the sentences. Tell the students to write *True* or *False* next to each sentence and to correct the incorrect ones.
- 2 Put the students into pairs and ask them to compare their answers.
- 3 Go through the answers with the class.

Answers:

- a False. Dr Jekyll's colleagues disagree with his ideas. (given)
- b False. Dr Jekyll does experiments on himself.
- c True
- d True
- e False. They believe that Hyde may be demanding money from Jekyll.
- f False. They show that he was right.
- g True

4 Discuss this question in pairs.

- 1 Put the students into pairs and ask them to reread the last sentence in the text. Tell them to discuss why the word *both* is in inverted commas.
- 2 Ask some pairs to share their answer with the class.

Answers:

The word *both* refers to two people or things. It is in inverted commas because, in this story, there is only one character with two different sides: one bad, the other good. We can use inverted commas to show that a word is being used in an unusual way.



1 Complete the puzzle to find a word.

- Tell the students to read through the list of definitions. Explain that they must use the definitions to find words to complete the crossword.
- Go through the answers with the class and tell the students to practise pronunciation by repeating the words after you.

Answers: _____



The word in the boxes is *blackmail*.

2 Complete these sentences with words from Exercise 1.

- Tell the students to read through the gapped sentences.
- Go through the answers with the class.

Answers: _____

- | | |
|-----------------------|-------------|
| a personality (given) | b commit |
| c will | d colleague |
| e appearance | |

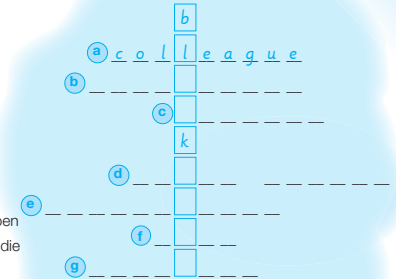
3 Choose the correct verb.

- Tell the students to read through the sentences. Tell them to circle the correct verb in each pair of alternatives to complete each sentence.
- Go through the answers with the class.

1 Complete the puzzle to find a word.

- a person you work with
- the way someone looks to other people
- we say a person a crime
- behaviour or qualities typical of ordinary people (2 words)
- someone's character, the way someone behaves towards others
- a legal document saying what should happen to someone's money and things after they die
- a situation of disagreement or fighting between people or groups

The word in the boxes is _____



2 Complete these sentences with words from Exercise 1.

- She has a very nice *personality*. She is kind to everyone she meets.
- People who serious crimes should be sent to prison.
- He left everything to his son in his
- When my brother started his new job, all hiss were friendly and helpful.
- If you are going for a job interview, your is important. You must look your best.



3 Choose the correct verb.

- Dr Jekyll and Mr Hyde* **makes/takes** place in London.
- Dr Jekyll* was **doing/making** research into human nature.
- He started **doing/making** experiments on himself.
- He **did/made** a special medicine for himself.
- When he **put/took** the medicine, he changed into Mr Hyde.
- The medicine **made/took** him do terrible things.

Answers: _____

- | | |
|-----------------|---------|
| a takes (given) | b doing |
| c doing | d made |
| e took | f made |

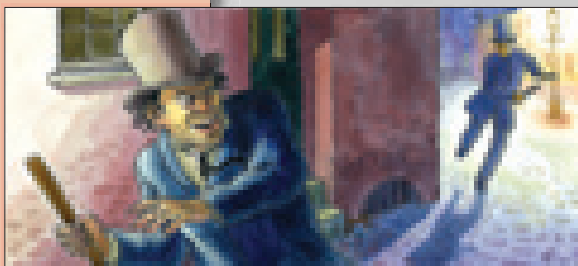
LESSON 4

SB page 49

Critical thinking

UNIT 8

Later, friends think something strange is happening when Dr Jekyll rewrites his will, leaving everything to Mr Hyde, a man they do not know. They worry more when the police start asking questions about Mr Hyde. Who is this stranger who is never seen at the same time as Dr Jekyll? They think that Dr Jekyll may be protecting Mr Hyde from the police, or that Mr Hyde is blackmailing Dr Jekyll.



Dr Jekyll has now proved that human nature is both good and evil, but soon he starts to enjoy being Mr Hyde. He changes into Mr Hyde more often and finds it more difficult to change back into Dr Jekyll.

Eventually, Dr Jekyll changes into Mr Hyde without taking any medicine and finds he cannot change back again. This means that he cannot leave his house, because someone might see him and he might be arrested. The story ends badly for "both" characters.

1 Answer the following questions.

- When and where does the story of *Dr Jekyll and Mr Hyde* take place?
In the nineteenth century, in London.
- What is the subject of Dr Jekyll's research?
- What happens to Dr Jekyll when he takes the special medicine?
- Why do you think Dr Jekyll uses himself for his experiments?
- Why do you think the police ask questions about Mr Hyde?
- Do you think Mr Hyde is happy at the end? Why/Why not?

He believes that human beings have a good and an evil side and that these sides are always in conflict. Dr Jekyll's colleagues disagree with his ideas and disapprove of his research.

2 Read this quotation from the story and discuss the questions.

- Do you agree that human beings have good and evil sides?
- What does the writer mean when he says that good and evil sides are always in conflict?
- Why do you think Dr Jekyll's colleagues disagree with his ideas and disapprove of his research? Do you think his research is a good idea?

3 Discuss these questions in pairs.

- Why do you think Mr Hyde behaves in an evil way?
- What do you think is the main message of *Dr Jekyll and Mr Hyde*?

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Suggested:

- Perhaps he knows the medicine will make people evil, so he does not want other people to take it. But he trusts himself.
- Because there have been some terrible crimes. They are looking for the criminal who did them. Also, he is a stranger and looks frightening.
- Although he enjoys being Mr Hyde, he cannot be happy at the end, as he has to stay inside his house.

2 Read this quotation from the story and discuss the questions.

- Ask the students to read the quotation in the box. Put the students into pairs and ask them to discuss the three questions.
- Go through the answers with the class.

Suggested answers:

- Yes, we all have a good and an evil side.
- The two sides of our personality – good and evil – sometimes pull us in different directions. We have to control our behaviour.
- His colleagues probably don't want him to discover evil in everyone, or themselves, and think his research should be into other things.

3 Discuss these questions in pairs.

- Ask the students to read through the questions. Put them into new pairs to discuss the questions.

- After a few minutes, switch pairs and tell the new pairs to discuss the same questions.
- Ask some of the students to share their answers with the class.

Suggested answers:

- Because the medicine makes him a person who only has the bad side of human nature, not the good.
- The message is that everyone has a good and a bad side, and we must keep the bad side under control.

Critical thinking

1 Answer the following questions.

- Tell the students to read the text again. Put them into pairs and ask them to read through the questions and discuss the answers.
- Go through the answers with the class.

Answers:

- In the nineteenth century, in London. (given)
- Human nature – specifically the conflict between good and evil in human beings.
- He changes into Mr Hyde, a violent criminal. His appearance also changes to match his character. (He looks frightening.)

LESSON 5

SB page 50

WB page 40

Communication

1 You want to join a new book club at the local library. Complete this questionnaire, then compare answers with a partner.

- Discuss with the class what a book club is. Ask the students to look at the questionnaire – it might give them some ideas. Tell them to complete the questionnaire by ticking the box of their choice for each question.
- Ask them not to share their answers to question 5 because they will need these for a later activity.

2 Listen to some students discussing the book club.

- Tell the class that you are going to play a tape of a group of students discussing their opinions about a book club. Tell the students to read the first question only.
- Tell them to listen to the tape and think about the answer to the first question.
- Ask some of the students to share their answer with the whole class.
- Play the tape again, and tell the students to tick the boxes with any suggestions and responses that they hear.
- Go through the answers with the class.

Answers:

Making suggestions		Responding to suggestions		Agree or disagree?
How about ...?	✓	I'd go along with that.	✓	agree
I'd say ...	✓	I'm not sure about that.	✓	disagree
If you ask me ...		Personally, I'd prefer ...	✓	disagree
Let's say ...	✓	Sorry, I don't agree.		disagree
We could ...		That's a good idea.	✓	agree
What about ...?	✓	That's what I think.		agree

UNIT 8

Communication

1 You want to join a new book club at the local library. Complete this questionnaire, then compare answers with a partner.

NEW

BOOK CLUB

FOR TEENAGERS

Thank you for your interest in our new book club. We now want to know more about how you think the club should be organised.

Frequently asked questions (FAQs):

What is a book club?
A book club is a group of people who meet regularly to discuss books they have all read.

How much does it cost to join a book club?
It costs nothing to join, but you have to buy the books yourself.

1 How often do you think the club should meet?
Once a week ☐ Once a fortnight ☐ Once a month ☐

2 How many people should be in the group?
Less than five ☐ Between five and ten ☐ More than ten ☐

3 When would be the best time for the book club to meet?
Evenings ☐ Weekends ☐

4 What kinds of books would you suggest members of the club should read?
All kinds of books ☐ Only fiction ☐

5 Give the titles of four books you would like to discuss in the book club.
.....

Please return the completed questionnaire to the library.

2 Listen to some students discussing the book club.

- Do any of the students express the same ideas as you put in the questionnaire?
- Tick the suggestions and responses that you hear.
- Write whether the responses to the suggestions agree or disagree.

Making suggestions	Responding to suggestions	Agree or disagree?
How about...? <input checked="" type="checkbox"/>	I'd go along with that. <input checked="" type="checkbox"/>	agree
I'd say... <input type="checkbox"/>	I'm not sure about that. <input type="checkbox"/>	
If you ask me... <input type="checkbox"/>	Personally, I'd prefer... <input type="checkbox"/>	
Let's say... <input type="checkbox"/>	Sorry, I don't agree. <input type="checkbox"/>	
We could... <input type="checkbox"/>	That's a good idea. <input type="checkbox"/>	
What about...? <input type="checkbox"/>	That's what I think. <input type="checkbox"/>	

3 Work in groups of four.

- Each member of the group should suggest two books to read from his or her questionnaire, giving their reasons. (If a student has spoken about the same book, choose another.)
- Discuss the book choices as a group, using the expressions above. Then agree on the final four books to discuss in the book club.

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TAPESCRIPT

Narrator: One.

Girl 1: So, how often do we think the group should meet?

Girl 2: How about once a month?

Girl 3: Personally, I'd prefer once a week.

Narrator: Two.

Girl 2: And how many people do we think should be in the group?

Girl 3: I'd say ten at the most.

Girl 1: I'd go along with that.

Narrator: Three.

Girl 3: When do we want the group to meet?

Girl 1: What about early evening?

Girl 2: That's a good idea.

UNIT 8 Lesson 5

1 Respond to each of the following situations.

- a A friend asks you whether you would like to go somewhere together at the weekend.
.....
What about going to the beach?
- b The same friend does not want to go the beach, but suggests the swimming pool.
.....
- c A friend suggests that you join a book club together. You do not want to join a book club, but you would like to join a sports club.
.....
- d The same friend suggests going to the cinema in your town tomorrow. You are not sure.
.....

2 Plan an e-mail to tell a friend about the book club you have been discussing in the Student's Book.

Paragraph 1 (Explain what a book club is and say how you heard about this club.)
.....

Paragraph 2 (Give more details: when and where the club will meet, how many members there will be, etc.)
.....

Paragraph 3 (Say what kinds of books people will read. Tell your friend some of the titles that were suggested.)
.....

Paragraph 4 (Say why you like the idea of a book club and invite your friend to join.)
.....

3 Write your e-mail in 125–150 words.

- a Write your first draft quickly. Follow the notes you made in your plan. Use informal language.
- b Read what you have written very carefully. Is your language informal? Does what you have written sound friendly? Look for grammar and spelling mistakes. Check the correct spelling in your *Active Study Dictionary*.
- c Correct the mistakes, then write the final e-mail.

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Narrator: *Four.*Girl 1: *What kinds of books should we read?*Girl 2: *Let's say any kind of fiction.*Girl 3: *I'm not sure about that. I don't want to read science fiction books.*

3 Work in groups of four.

- Put the students into groups of four. Tell them to use their answers from Exercise 1, question 5.
- Ask the students to share at least two book titles with their group and to give reasons why they think these titles are a good choice for a book club. Tell the groups to discuss the book choices of all their members, using the expressions from Exercise 2, and then to agree on four books to discuss in the book club.

- Ask each group to share their book choices and the reasons for choosing them with the class.



WORKBOOK

page 40

1 Respond to each of the following situations.

- Tell the students to read through the situations carefully. Explain that they need to respond to each situation in a sentence, as in the given example.
- Put the students into pairs and ask them to share their responses.
- Now go through some of the possible answers.

Suggested answers:

- a What about going to the beach? (given)
- b OK, then let's go to the swimming pool.
- c I would prefer to join a sports club.
- d I'm not sure about that.

2 Plan an e-mail to tell a friend about the book club you have been discussing in the Student's Book.

- Tell the students that they are going to write an e-mail. Ask them to read carefully through the instructions for each paragraph. Tell them to work alone to write out their ideas for each paragraph in the spaces provided.
- Walk round, reading the students' writing as they work and offering suggestions.

- Now put the students into pairs and ask them to compare their answers.

3 Write your e-mail in 125–150 words.

- Tell the students to use the notes they wrote in Exercise 2 to help them write their e-mail. Remind them that the e-mail is to a friend, so the language should be informal. Once the students have written their e-mails, display them around the classroom and tell the students to read each other's e-mails.
- Tell them to decide which book club would be the most interesting for them to join. Ask some of the students to share their ideas with the whole class.

Assessment

Listening Task

Target element: revise the listening activity from Student's Book Lesson 1, Exercise 2, and listen for detail

On the board, write the sentences listed below. Tell the students that there is a mistake in each sentence. Ask them to listen to the tape again, identify the mistakes and correct them.

- 1 Robert Louis Stevenson was born in Edinburgh, England.
- 2 He wrote the famous book *Gold Island*.
- 3 His father wanted him to be a doctor.
- 4 He moved to the south of Scotland because he was ill.
- 5 He also wrote *Professor Jekyll and Mr Hyde*.

Answers:

- 1 *England* Scotland
- 2 *Gold* Treasure
- 3 *doctor* engineer
- 4 *Scotland* France
- 5 *Professor* Doctor

Speaking Task

Target element: practise speaking on the topic of the unit

At the beginning of the unit students completed a short questionnaire about books. Now at the end of the unit they should be able to do something more difficult. On the board, write the questions listed below. Put the students into pairs and ask them to take turns to ask each other the questions. Move around the class and listen to the answers. Ask some of the pairs to ask and answer in front of the class.

What books do you like to read?/Have you ever read a book in English?/What book are you reading at the moment?/What is the book about?/Can you describe the cover?/What is the best book you have ever read?/What is it about?

Reading Task

Target element: revise the key passage from the unit

Tell the students to read the text entitled 'Dr Jekyll and Mr Hyde' on Pupil's Book page 48 again. On the board, write the sentences listed below. Tell the students to read them and decide if they are true or false. Tell them to correct the false statements.

- 1 Dr Jekyll is doing research into human nature.
- 2 Dr Jekyll does some secret experiments on his friend Mr Hyde.
- 3 When he takes the medicine his whole personality changes.
- 4 Dr Jekyll likes being Mr Hyde.
- 5 Dr Jekyll proved that human nature is good.

Answers:

- 1 True
- 2 False. He experiments on himself.
- 3 True
- 4 True
- 5 False. He proved that it is good and bad.

Writing Task

Target element: writing about a book you like

On the board, write the questions listed below. Tell the students they must write a paragraph about a book they like. Tell them to think about the questions on the board and try to answer them in the paragraph.

What is the name of the book?/Who are the main characters?/What is the basic story?/ Why do you like it?

Put the students into groups of four and ask them to read their paragraphs to each other. Tell each group to choose one paragraph to be read to the class.

UNIT 9

THE POWER OF NATURE

SB pages 51-55

WB pages 41-44

UNIT 9 The power of nature

Listening

1 Look at the pictures and do the following.

a Match these words and phrases with the pictures.

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> 3 geyser | <input type="checkbox"/> volcano |
| <input type="checkbox"/> waves | <input type="checkbox"/> electrical storm |

b How can each of these powers of nature affect human beings? Think of good and bad effects.

2 Check the meanings of these words in your Active Study Dictionary.

absorb eclipse (n) harmful
sight (n) ultraviolet rays

3 Listen to a professor and two students discuss a power of nature and answer the questions.

- a What are they talking about?
- b Which good and bad effects do they talk about?

4 Listen again. Find and correct the mistake in each sentence (one sentence is correct).

- a Life on Earth depends on heat and light from the ~~moon~~ ... sun
- b The sun is made of hot rock.
- c The distance between the sun and the Earth is 50 million kilometres.
- d The temperature at the surface of the sun is 15 million degrees.
- e The atmosphere absorbs most of the sun's harmful rays.
- f You can look at the sun safely if you are wearing sunglasses.

5 Discuss these questions in pairs.

What other powers of nature affect people?

6 The sounds of English

a The part of a word which is stressed sometimes changes when we add or change a suffix. Listen and underline the stressed part of these words.

b Listen to check your answers and repeat each phrase.

- | | |
|---|----------------------|
| 1 | electric/electricity |
| 2 | inform/information |
| 3 | able/ability |
| 4 | history/historic |
| 5 | invite/invitation |
| 6 | economy/economics |

Objectives

Grammar Zero, first, second and third conditionals

Listening Listen for gist and for detail

Reading Read to check predictions and for detail

Critical thinking Understand the power of nature

Functions Ask for and give explanations

Writing A descriptive text

Objectives

Grammar

Zero, first, second and third conditionals

Listening

Listen for gist and for detail

Reading

Read to check predictions and for detail

Critical thinking

Understand the power of nature

Functions

Ask for and give explanations

Writing

A descriptive text

LESSON 1

SB page 51

WB page 41

Before using the book:

- Nature affects everything we do and it is always changing. First, ask the students to tell you what *nature* means. (You might want to bring in some pictures of different types of nature and show them to the students.) Then put the students into groups and ask them to think of as many

examples of nature and the power of nature as they can. Start the list by writing **mountains**, **waves**, and **rain** on the board.

- Ask a student from each group to read out their list.

Listening

1 Look at the pictures and do the following.

- 1 Ask the students to look at part *a* of the exercise. Tell them to read the words and to look at the four pictures. Explain that they must write the number of the picture in the box next to the word that matches that picture.
- 2 Go through the answers with the class.
- 3 Put the students into pairs and tell them to discuss the question in part *b*.
- 4 Ask some of the students to share their answers with the class.

Answers:

- a
- | | |
|------------------|--------------------|
| 1 waves | 2 electrical storm |
| 3 geyser (given) | 4 volcano |

b *Suggested*

	Good effects	Bad effects
volcano	good for the soil geothermal energy nearby	destroys buildings and people ash is unhealthy to breathe
geyser	interesting for tourists can supply energy	very hot water can be dangerous
waves	can supply electricity good for surfing	can kill/drown people
electrical storm		damages buildings/hurts people

2 Check the meanings of these words in your *Active Study Dictionary*.

- 1 Write the words from the box on the board and tell the students to look for the meaning of the words in their *Active Study Dictionary*. Say the words and ask the students to repeat them. Invite students to come to the front and underline the stress on each word.
- 2 Now put the students into pairs and ask them to practise saying the words. One student points to a word and the other says it.

Answers:

- absorb* if something absorbs liquid, heat, etc., it takes in the liquid, heat, etc., through its surface

eclipse (n)

when the sun or the moon seems to disappear, because one of them is passing between the other one and the Earth

harmful

causing harm

geyser

a hole in the earth from which hot water and steam can suddenly rise

sight (n)

the ability to see

ultraviolet rays

light which can make people's skin become darker

3 Listen to a professor and two students discuss a power of nature and answer the questions.

- 1 Explain to the students that you are going to play a tape of some people having a discussion. Tell the students to listen to the conversation and decide what the people are talking about. Ask some students to share their ideas with the class.
- 2 Play the tape again and ask the students to think about the good and bad effects that the professor and two students are discussing. You may need to play the tape more than once.
- 3 Put the students into pairs to compare and discuss their ideas, then ask some of the pairs to share their answers with the class.

Answers:

- a The sun.
b Good effects: gives life, heat and light
Bad effects: gives out X-rays and ultraviolet rays which can be damaging to people's skin; looking directly at the sun can damage your sight

T A P E S C R I P T

- Amena:* We've been learning that some people are afraid that the light from the sun might go out permanently during an eclipse.
- Professor:* Really? Well, that couldn't happen, of course. But people are right to think that the sun's very important.
- Shahd:* Yes, that's right. If we didn't get heat and light from the sun, there would be no life on Earth, would there?
- Professor:* Definitely not! Human beings have always understood this.
- Shahd:* So, what exactly is the sun, Professor?
- Professor:* It's a giant ball of hot gasses, which is 150 million kilometres from the Earth.

- Amena:** Wow! As far as that! Do we know how hot it is?
- Professor:** Yes, we do have this information. The surface of the sun is about 6,000 degrees centigrade, but if you took the temperature at its centre, you'd find it was more like 15 million degrees.
- Shahd:** That's incredible.
- Professor:** The sun gives us heat and light, which we need, but it also gives out x-rays and ultraviolet rays, which can be very harmful to life.
- Shahd:** Really? Can you explain why they don't harm us, then?
- Professor:** I'll try and explain. Most of these rays are absorbed in the atmosphere, so they aren't able to affect us. But I ought to warn you about one very important thing.
- Shahd:** What's that?
- Professor:** The sun is incredibly strong and you should never look straight at it. If you look at the sun, you'll damage your sight.
- Shahd:** Is it OK if you look at the sun wearing sunglasses?
- Professor:** No, I'm afraid it's not. A friend of mine thought that, but he now has problems with his eyes. If he hadn't looked at the sun, he wouldn't have damaged his sight. Just remember, never to look at the sun directly.

4 Listen again. Find and correct the mistake in each sentence. (One sentence is correct.)

- 1 Ask the students to read through the sentences and do the exercise in the usual way.
- 2 Play the tape again. You may need to play it more than once.
- 3 Go through the answers with the class.

Answers:

- | | | |
|---|--------------------|-------------|
| a | moon | sun (given) |
| b | rock | gasses |
| c | 50 | 150 |
| d | surface | centre |
| e | Correct | |
| f | can | cannot |

5 Discuss this question in pairs.

- 1 Tell the students to read through the question and make some notes for their answer.
- 2 Put the students into pairs to compare and

discuss their ideas.

- 3 Ask some students to share their answers with the class.

Suggested answers:

rain, wind, earthquakes, volcanoes, the moon and the tides

6 The sounds of English

- 1 Explain to the students that the position of the stress in a word can sometimes be changed when a suffix is added to the word. Tell the students that they are going to hear six words. They will hear each word first without a suffix and then with a suffix. Tell them to underline the stressed part of the word each time.
- 2 Ask some students to come to the board to write the words (with and without the suffix) and underline the stressed part in each word.
- 3 After checking the answers, say the words and ask the students to repeat them.

Answers:

- 1 electrical/electricity (given)
- 2 inform/information
- 3 able/ability
- 4 history/historic
- 5 invite/invitation
- 6 economy/economics

T A P E S C R I P T

Narrator: One.

Voice: It's an electrical storm.
Turn on the electricity.

Narrator: Two.

Voice: We regret to inform you he's left.
Read the information.

Narrator: Three.

Voice: Are you able to go?
He has great ability.

Narrator: Four.

Voice: I love history.
It's a historic occasion.

Narrator: Five.

Voice: Shall we invite her?
We sent an invitation.

Narrator: Six.

Voice: It's a strong economy.
She's studying economics.

**1 Match these words with their meanings.**

- 1 Ask the students to match each word with its definition, as in the example.
- 2 Go through the answers with the class.

Answers:

a 3 (given) b 6 c 5
d 1 e 2 f 4

2 Complete these sentences with the words from Exercise 1.

- 1 Tell the students to start by reading the gapped sentences. Explain that they must use the words from Exercise 1 to complete the sentences.

- 2 Go through the answers with the class.

Answers:

a geyser (given) b absorb
c eclipse d ultraviolet rays
e sight

3 Use your Active Study Dictionary to answer these questions.

- 1 Explain that the students are asked to supply several different parts of speech. Tell them to use their *Active Study Dictionary* to help them do this.
- 2 Put the students into pairs and ask them to compare their answers.
- 3 Go through the answers with the class.

UNIT 9 The power of nature

1 Match these words with their meanings.

- | | |
|--------------------|--|
| a absorb | 1 <input type="checkbox"/> causing damage |
| b eclipse | 2 <input type="checkbox"/> the ability to see |
| c geyser | 3 <input checked="" type="checkbox"/> take in |
| d harmful | 4 <input type="checkbox"/> light which can make people's skin go darker |
| e sight | 5 <input type="checkbox"/> a hole in the Earth from which hot water can rise |
| f ultraviolet rays | 6 <input type="checkbox"/> when the sun or moon seems to disappear, because one of them is passing between the other and the Earth |

2 Complete these sentences with words from Exercise 1.

- The best thing about our holiday to Iceland was our visit to the see the geyser.
- If it rains so hard that the soil cannot the water quickly enough, there are floods.
- When there is an of the sun, everything goes dark and the birds stop singing.
- You cannot see, but they can still damage your skin.
- She does not need to wear glasses. There is nothing wrong with her

**3 Use your Active Study Dictionary to answer these questions.**

- The verb is *absorb*. What is the adjective? absorbent
- The adjective is *harmful*. What is the verb and the noun?
- The noun is *sight*. What is the verb?
- The noun is *volcano*. What is the adjective?
- The singular noun is *volcano*. What is the plural form?
- The plural noun is *gasses*. What is the singular form?

Answers:

a absorbent (given) b harm
c sight d volcanic
e volcanoes f gas

LESSON 2

SB page 52

WB page 42

UNIT 9

Language focus

Zero, first, second and third conditionals

Grammar rev p128

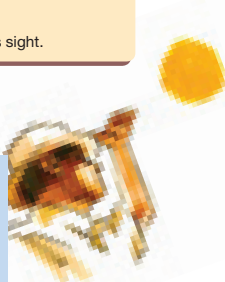
1 Study these sentences from the listening text, then do the following.

- If we didn't get heat and light from the sun, there would be no life on Earth.
- If you took the temperature at its centre, you'd find it was 15 million degrees.
- If you look at the sun, you'll damage your sight.
- Is it OK if you look at the sun wearing sunglasses?
- If he hadn't looked at the sun, he wouldn't have damaged his sight.

a Underline the two verbs in these conditional sentences.

b Match the sentences with the correct conditional type. Write which verb tenses are used in each sentence.

Zero	Sentence 4: present simple + present simple
First	.....
Second	.....
Third	.....

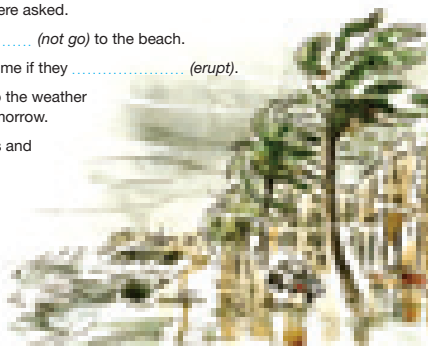


2 Discuss the following in pairs.

- Are the situations described in sentences 1 and 2 possible or impossible? Why?
- Does the situation described in sentence 3 refer to a probable result in the present or the future?
- Is the question in sentence 4 asking about the future, or something that is generally true?
- Does sentence 5 refer to the past or the future? Did the boy damage his sight? Can he change what happened?

3 Complete these sentences with the correct form of the verbs in brackets.

- If it hadn't rained (not rain) so heavily, we wouldn't have had floods.
- I (go) to the moon if I were asked.
- If it is very hot tomorrow, we (not go) to the beach.
- People who live near volcanoes leave home if they (erupt).
- If I were you, I (listen) to the weather forecast before deciding where to go tomorrow.
- If the storm had reached the city, houses and shops (be destroyed).



4 Discuss this question with a partner.

What would happen if a huge storm hit the coast of Egypt? Think about the effects on towns and cities, the landscape and people's lives.

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Language focus Zero, first, second and third conditionals

1 Study these sentences from the listening text, and then do the following.

- Tell the students to read the through the sentences in the box. Read parts *a* and *b* with the students and study the given examples with the class.
- Put the students into pairs to work together on parts *a* and *b*.
- Go through the answers with the class.

Answers:

- a
- didn't get, would be
 - took, 'd find (= would find)
 - look, 'll damage (= will damage)
 - Is, look
 - hadn't looked, wouldn't have damaged
- b
- Zero Sentence 4: present simple + present simple
- First Sentence 3: present simple + *will* + infinitive
- Second Sentences 1 & 2: past simple + *would* + infinitive
- Third Sentence 5 past perfect + *would* + *have* + past participle

2 Discuss the following in pairs.

- Put the students into pairs and instruct them to read through the questions. Remind them to refer back to Exercise 1 to help them discuss the questions.
- Tell them to discuss their answers together.
- Go through the answers with the class.

Answers:

- Both are impossible: 1 because we do get heat and light from the sun; 2 because there is no means of measuring something that hot.
- A probable result in the future.
- Something that is generally true.
- The past. He did damage his sight. No, he cannot change what happened.

3 Complete these sentences with the correct form of the verbs in brackets.

- Ask the students to read through the gapped sentences, explaining that they must use the words in brackets to complete the sentences.
- Go through the answers with the class.

Answers:

- hadn't rained (given)
- would go
- will not /won't go
- erupt
- would listen
- would have been destroyed

4 Discuss this question with a partner.

- 1 Tell the students to read through the question. Make sure that they understand that they are to discuss what would happen if a storm hit Egypt. Most of their answers will use the second conditional as their arguments will be hypothetical.
- 2 Give an example sentence to the students to make the activity clear.

Example:

If a storm happened, some places might flood.

If a huge storm hit the coast, it would destroy many of the houses.

- 3 Ask some of the students to share their answers with the class.



WORKBOOK

page 42

1 Write if these sentences are zero, first, second, or third conditionals.

- 1 Tell the students to read through the sentences carefully, explaining that they must write which type of conditional each one is. Remind them of the basic rules quickly.
- 2 Tell them to work alone, then go through the answers with the class.

Answers:

- | | | |
|-----------------|----------|---------|
| a first (given) | b first | c third |
| d second | e second | f zero |

2 Match to make conditional sentences.

- 1 Tell the students to read through the sentences. Tell them to write the matching letter in the box, as in the given example.
- 2 Go through the answers with the class.

Answers:

- | | | | | |
|-------------|-----|-----|-----|-----|
| a 2 (given) | b 4 | c 5 | d 1 | e 3 |
|-------------|-----|-----|-----|-----|

3 Make conditional questions about these situations.

- 1 Tell the students to read through the situations, explaining that they must create a question in the conditional based on each situation.

9 Lesson 2

1 Write if these sentences are zero, first, second or third conditionals.

- a If you look at the sun, you will damage your sight. *First*
- b If there are clouds in the sky tonight, you will not be able to see the moon.
- c If it had been an eclipse, the sky would have gone dark.
- d If I discovered a new planet, I would give it my mother's name.
- e If there was an eclipse of the sun in my country, I would definitely watch it.
- f If you watch the sky on a clear night, you can see stars and planets.

2 Match to make conditional sentences.

- | | |
|---|--|
| a If the sun didn't give light and heat, | 1 <input type="checkbox"/> you wouldn't have got burnt. |
| b If you wear a hat, | 2 <input checked="" type="checkbox"/> there wouldn't be any life on Earth. |
| c It is better for your eyes if | 3 <input type="checkbox"/> I'll go swimming. |
| d If you hadn't spent so long in the sun, | 4 <input type="checkbox"/> your face won't get burnt. |
| e If it's warm and sunny tomorrow, | 5 <input type="checkbox"/> you wear sunglasses. |

3 Make conditional questions about these situations.

- a A storm is coming towards your area. You do not know what will happen, but you are worried by the thought of the storm.
What will happen if the storm reaches our area?
- b You are visiting a place with a volcano nearby. It has not erupted for hundreds of years, but you are still a little worried.
- c There were bad floods in another country in the news last night. You want to know how things could have been in your town in the same situation.

4 Answer the questions in Exercise 3 with your own ideas.

- a *If the storm reaches our area, trees will be blown down and houses will be damaged.*
- b
- c

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- 2 Ask some students to share their suggested questions with the class.

Suggested answers:

- a What will happen if the storm reaches our area? (given)
- b What would happen if the volcano erupted?
- c What would have happened if there had been a flood here/the flood had been here?

4 Answer the questions in Exercise 3 with your own ideas.

- 1 Explain that the students are going to answer the questions they wrote in the previous exercise and that they can be creative when

Reading

1 Discuss this question in pairs.

How would you describe the weather to a foreigner who was planning to visit your part of Egypt?

2 Check the meanings of these words in your Active Study Dictionary.

cause (v) drought lightning (n)
northern occur phenomenon
rainfall southern

3 Read this article quickly and answer these questions.

- What is ball lightning? *It's a ball of light as big as a football which floats around.*
- What happened to the town of Dunwich?
- When did the River Thames freeze?
- Where was the worst flood in history?

4 Complete these sentences with information from the article.

- People are not often surprised by *weather forecasts.*
- The worst storm in Britain, which killed more than 8,000 people, took place in
- In 1887 in China, around a million people died when
- Dunwich disappeared under the sea after it was
- Very high temperatures can cause
- The River Thames froze during

5 Discuss these questions in pairs.

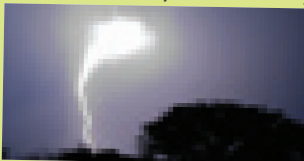
- Has the weather in your part of Egypt changed in recent years?
- Could you live in a country where the weather was very different from the weather in Egypt? Why / why not?

Unusual weather

For most people, the word *weather* means the sun, rain, wind or snow. If you live in **southern** Europe or Africa, you know that temperatures are higher and there is less rain than if you live in **northern** Europe or Canada. It is unusual for a weather forecast to surprise us.

However, strange weather can **occur** all over the world. For example, people have seen giant pieces of ice falling from the sky. And what would you think if you saw a ball of light as big as a football on a plane, or floating through your home? Weather experts call these balls **ball lightning**.

Some storms are very unusual and may



cause terrible damage. The English town of Dunwich was once an important port, but in the fourteenth century, high waves and violent storms hit the area and most of the town disappeared beneath the sea. The worst storm in Britain killed more than 8,000 people in 1703. The worst flood in history was in 1887 in China when the Yellow River flooded and killed around a million people.

Unusual weather is becoming more common, with very high or low temperatures and very heavy **rainfall** all over the world. This causes serious **droughts** in some places and floods in others. However, this is not a modern **phenomenon**: in Europe in the eighteenth century, there was a Little Ice Age when rivers like the River Thames in England froze.

What will happen to our weather in the future? No one knows, but one day 'unusual' weather may not be unusual any more.

LESSON 3

SB page 53

WB page 43

Reading

1 Discuss this question in pairs.

- Tell the students to read the question and make some notes for their answer. If necessary, help them with words that describe the weather, such as *hot, cold, windy, changeable*, etc.
- Put the students into pairs to compare and discuss ideas.
- Ask some students to share their answers with the class.

2 Check the meanings of these words in your Active Study Dictionary.

- Write the words from the box on the board and tell the students to look up the meanings of the words. Now say the words and ask the students to repeat them. Invite students to come to the front of the class and underline the stress in each word.
- Now tell the students that you are going to say a definition of one of the words and the students must say the correct word.

Example:

Teacher: *This is when there is no rain and the land becomes very dry.*

Students: *Drought.*

they consider what might happen if this natural disaster were actually to happen. Tell them to write their answers in the spaces provided.

- Put the students into pairs to share their answers with each other.
- Ask some pairs to share their answers with the class.

Suggested answers:

- If the storm reaches our area, trees will be blown down and houses will be damaged. (given)
- If the volcano erupted, I'd be very surprised/we would leave quickly.
- If the flood had been here, houses would have been damaged.

Answers:

- | | |
|----------------------|---|
| <u>cause</u> (v) | to make something happen |
| <u>drought</u> | a long period of dry weather when there is not enough water |
| <u>lightning</u> (n) | a bright flash of electrical light in the sky during a storm |
| <u>northern</u> | in or from the north part of a country or area |
| <u>occur</u> | to happen, especially without being planned first |
| <u>phenomenon</u> | something that happens or exists, especially something that is unusual or difficult to understand |

<u>rainfall</u>	the amount of rain that falls on an area in a particular period of time
<u>southern</u>	in or from the south part of a country or area

3 Read this article quickly and answer these questions.

- Before doing the exercise, ask the students to list as many different types of weather as they can (for example, snow, rain, hail, sunshine). Tell them to read the article through quickly. When they have finished, tell them to close their books. This way you will see who can read quickly.
- Put the students into pairs and ask them to talk about what they have read, and monitor the pairs as they work. Now ask the students to open their books and reread the article.
- Put the students into pairs again and ask them to discuss the questions.
- Go through the answers with the students.

Answers:

- It's a ball of light as big as a football which floats around. (given)
- Most of the town disappeared under the sea during violent storms.
- In the eighteenth century.
- In China (when the Yellow River flooded).

4 Complete these sentences with information from the article.

- Tell the students to read through the sentence beginnings, explaining that they must complete the sentences with information from the text.
- Ask the students to write their answers.
- Go through the answers with the class, revisiting the line in the text where they found the answer each time.

Answers:

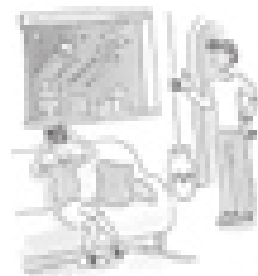
- weather forecasts. (given)
- 1703.
- the Yellow River flooded.
- hit by violent storms (and high waves).
- droughts.
- a Little Ice Age/the eighteenth century.

1 Change or add a word or phrase to correct the mistakes in these definitions. (One is correct.)

- | | | |
|---|------------|--|
| a | cause | make something disappear <u>happen</u> |
| b | phenomenon | something unusual that happens |
| c | southern | in or from the north part of a country or area |
| d | lightning | the noise you hear during an electrical storm |
| e | occur | make |
| f | drought | a long period of rain |

2 Complete these sentences with words from Exercise 1.

- Scientists are not sure what causes volcanoes to erupt.
- Greece and Spain are in southern Europe.
- An eclipse of the sun is a strange natural phenomenon.
- Storms can occur at any time and in any place.
- It has not rained here for five months. It is the longest drought anyone can remember.
- When I was a child, I used to be afraid of storms. I covered my eyes so that I could not see the lightning.



3 Use your Active Study Dictionary to complete these sentences with the correct form of the word in brackets.

- Alexandria is in the north of Egypt. (*northern*)
- Electrical storms are a common phenomenon in our part of the country. (*occur*)
- Those trees have grown tall in the last two years. (*phenomenon*)
- Where we live, the wind usually blows in a southern direction. (*southern*)

4 Choose the correct adjective.

- Very big/high temperatures can make people ill.
- Dunwich was destroyed by high/tall waves and cruel/violent storms.
- Storms can cause serious/strong damage.
- Heavy/Strong rain and heavy/strong winds destroyed buildings all over the country.
- Denmark is in north/northern Europe.

5 Discuss these questions in pairs.

- Tell the students to read through the questions and make notes for their answers.
- Put the students into pairs to compare and discuss ideas.
- Ask some students to share their answers with the class.



1 Change or add a word or phrase to correct the mistakes in these definitions. (One is correct.)

- Ask the students to find and correct the mistake in each definition.

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Critical thinking

1 Answer the following questions.

- What has been seen falling from the sky? *Giant pieces of ice.*
- How many people died when the Yellow River flooded in 1887?
- When did the town of Dunwich disappear?
- Why do you think we are not usually surprised by weather forecasts?
- Is unusual weather only a modern phenomenon? Why/Why not?
- Why do you think unusual weather may not be unusual in the future?

2 Read this text and discuss the questions.

The windiest place in the world is Port Martin in Antarctica, where the average wind speed is 64 kilometres an hour. The highest wind speed recorded there was 325 kilometres an hour. Here the wind is so strong that it can lift people off their feet.



- Could you live in a place as windy as this?
- How do you think the wind affects the people who live in Port Martin?
- What other kinds of extreme weather are there? Have you any experience of any of these types of weather? Tell a partner about it.



3 Discuss these questions in pairs.

- Storm chasers* are people who find and follow storms. Why do you think they do this?
- What are the dangers of chasing a storm? Do you think people should put their lives in danger like this? Give your reasons. Use the language below.

- If you ask me, storm chasers are...
- If I were a storm chaser, I would/wouldn't...
- If they get too near a storm...
- If the storm were very big...

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Answers:

- | | |
|------------------|-------------|
| a causes (given) | b southern |
| c phenomenon | d occur |
| e drought | f lightning |

3 Use your *Active Study Dictionary* to complete these sentences with the correct form of the word in brackets.

- Tell the students to read through the gapped sentences and to work alone, doing the exercise in the usual way.
- Go through the answers with the class.

Answers:

- | | |
|-----------------|--------------|
| a north (given) | b occurrence |
| c phenomenally | d southerly |

4 Choose the correct adjective.

- Inform students that sometimes adjectives belong with specific nouns and cannot always be used for every noun. Tell the students to read through the sentences and circle the correct adjective in the alternative pair to correspond with the noun in each sentence.
- Go through the answers with the class.

Answers:

- | | | |
|-----------------|-----------------|-----------|
| a high (given) | b high, violent | c serious |
| d heavy, strong | e northern | |

- Go through the answers with the class.

Answers:

- | | |
|----------------------------|---------------|
| a disappear happen (given) | |
| b Correct | c north south |
| d noise light hear see | e make happen |
| f rain no rain | |

2 Complete these sentences with words from Exercise 1.

- Tell the students to read through the gapped sentences and to use the words from the previous exercise to complete the sentences, using the correct form of the words each time.
- Go through the answers with the class.

LESSON 4

SB page 54

Critical thinking

1 Answer the following questions.

- Tell the students to read through the questions individually, then put them into groups and ask them to discuss the answers. If they have any difficulties, they can look at the text on page 53 again.
- Now go through the answers with the class.

Answers:

- Giant pieces of ice. (given)
- About a million.

c In the fourteenth century.

Suggested:

- d Because, in most parts of the world, the weather is predictable/the same each year.
- e No, it isn't. We know there was unusual weather in the past, for example the Little Ice Age in the eighteenth century.
- f It may become the usual weather in the future – it wouldn't be different any more.

2 Read this text and discuss the questions.

- 1 Tell the students to read the text in the yellow box, making sure they understand the text.
- 2 Put the students into pairs to discuss the questions, then ask some of them to share their answers with the class.
- 3 Check the answers with the class.

Suggested answers: _____

- a Students' own answers
- b It may affect when/how often they go out, or how they feel (sad or angry).
- c Other extreme weather includes tornadoes, sandstorms, snowstorms, heat waves, etc. (Students' own answers)

3 Discuss these questions in pairs.

- 1 Talk about what the students can see in the photo (*people filming a tornado*). Ask them what they know about tornadoes. Talk about storm chasers and ask what they think the people in the photo might be feeling. Discuss these questions as a class and write the students' ideas on the board.
- 2 Put the students into pairs to discuss the answers. Remind them to use the suggested language in the box.
- 3 Go through the answers with the class.

Suggested answers: _____

- a If you ask me, storm chasers are just out for excitement, but they might be asking for trouble. If I were a storm chaser, I would try to collect scientific data and evidence. We need to learn more about storms.
- b If they get too near a storm, people may get caught in it and injured. If the storm were very big, people might even be killed.

Communication

1 Do the following in pairs.

- a Look at this picture. During an eclipse of the sun, why does it become dark on the Earth?
- b Now listen to a teacher explaining an eclipse of the sun and check your answers.
- c Listen again and tick the phrases below that you hear.



Asking for an explanation

- Can you explain why...? ☒
- Do you know how...? ☐
- I'd like to know how... ☐
- How on Earth...? ☐

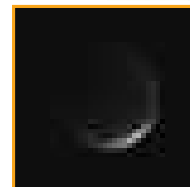
Giving an explanation

- Let me explain. ☐
- I'll try and explain. ☐
- Here's what happens. ☐
- What happens is... ☐



2 Look at this picture of an eclipse of the moon and discuss this question in pairs.

During an eclipse of the moon, why does the moon seem to disappear?



3 Work with a new partner.

- a Student A asks Student B for an explanation of why the moon seems to disappear during an eclipse of the moon. Student B gives an explanation. Use the phrases above.
- b Now Student B asks Student A for an explanation of why the sun seems to disappear during an eclipse of the sun. Student A gives an explanation. Use the phrases above.



Eclipses

Using the internet or a library, find out as much as you can about eclipses of the sun and the moon.



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LESSON 5

SB page 55

WB page 44

Communication

1 Do the following in pairs.

- 1 Ask the students to look at the diagram. Explain that it shows an eclipse of the sun.
- 2 Put the students into pairs and tell them to discuss why the Earth becomes dark during an eclipse of the sun. Explain that you will play a tape of a teacher explaining an eclipse of the sun. You may need to play the tape twice.

- 3 Ask the students to discuss with their partner whether their ideas were correct.
- 4 Ask some pairs to share their answers with the class.
- 5 Tell them they will listen to the tape again, this time listening for certain phrases. Tell them to place a tick in the box next to each phrase they hear.
- 6 Go through the answers with the class. Explain that we can use *what/why/how, etc. on earth* in spoken language to ask a question when we are surprised or angry.

Answers: _____

Asking for an explanation		Giving an explanation	
Can you explain why	✓	Let me explain.	
Do you know how		I'll try and explain.	✓
I'd like to know how		Here's what happens.	✓
How on earth	✓	What happens is	

T A P E S C R I P T

- Student: Can you explain why it goes dark when there is an eclipse of the sun?*
- Teacher: I'll try and explain.*
- Student: Thanks.*
- Teacher: Here's what happens. You know that the moon and the Earth both go round the sun?*
- Student: Yes.*
- Teacher: Well, from time to time, the moon is between the sun and the Earth and blocks out the light from the sun.*
- Student: But the moon's much smaller than the sun and the Earth. How on earth can it completely block out the sun's light?*
- Teacher: It only blocks off the light from a small part of the Earth for a few minutes. It happens when the shadow of the moon falls on the Earth.*
- Student: I think I understand now. Thanks.*

2 Look at this picture of an eclipse of the moon and discuss this question in pairs.

- 1 Tell the students to look at the diagram of the eclipse of the moon. Ask them what they think is happening. Ask them if they think it is the same as the eclipse of the sun.

- 2 Put the students into pairs and ask them to read and discuss the question.
- 3 Ask some students to share their answers with the class.

Answers: _____

You can't see the moon because there is no light when the Earth blocks the light from the sun.

3 Work with a new partner.

- 1 Put the students into different pairs and tell them to use the phrases for explanations from Exercise 1. Ask a strong language student to join you at the front of the class to demonstrate the activity. Demonstrate together parts *a* and *b* to the class.
- 2 Tell the class to now practise the dialogues in their pairs. Remind them to take turns at the different parts and to use the phrases for giving and receiving explanations.
- 3 Ask some of the pairs to present their dialogues to the class.

Research

Tell the students to use the internet or the library to find out as much as they can about eclipses of the sun and the moon. Allow the students to present their findings as an essay, a poster, or a slide presentation on the computer.

**1 Complete the conversation.**

- 1 Tell the students to read through the gapped sentences carefully, using the words in the box to fill in the gaps.
- 2 Go through the answers with the class.

Answers:

- a know (given) b earth c here's
d falls e explain f try
g runs

2 Make notes about two natural phenomena.

- 1 Remind the students of the meaning of *phenomenon* and explain that *phenomena* is the plural of the word. Tell the students they are going to write about an eclipse of the sun and floods in cities. Tell them to make notes using bullet points in the space provided. They should not be writing complete paragraphs at this point.
- 2 Walk around the class and help the students as needed.
- 3 Put the students into pairs and ask them to share their ideas.

Suggested answers:**An eclipse of the sun**

- the moon and the Earth go round the sun
- sometimes the moon is between the sun and the Earth
- the moon blocks out the light from the sun from a small part of the Earth for a few minutes
- it happens when the shadow of the moon falls on the Earth

How floods occur in cities

- a lot of rain sometimes falls in a short time
- the earth can't absorb all the water – it stays on the surface
- water runs off the land and into rivers
- if there's a river near a city and it becomes too full, water runs into the city and floods it

3 Write your descriptions in 60-75 words each.

- 1 Tell the students to use their notes from

9 Lesson 5**1 Complete the conversation.**

earth explain falls here's know runs try

Student I'd like to (a) know about floods, please. How on (b) do floods occur so quickly?

Teacher Well, (c) what happens. If a lot of rain (d) in a short time, the soil can't absorb it all and the water stays on the surface of the land.

Student Can you (e) why cities sometimes flood?

Teacher I'll (f) and explain. It's usually when there's a river in or near the city. Water runs off the land into the river and the river becomes too full. The water then (g) into the city.

Student I think I understand now. Thank you.

2 Make notes about two natural phenomena.

- a Make notes about what causes an eclipse of the sun and how floods occur in cities.
- b Use bullet points for each note.

An eclipse of the sun

- the moon and the Earth go round the sun

How floods occur in cities

- a lot of rain sometimes falls in a short time

3 Write your descriptions in 60-75 words each.

- a Write your first draft quickly. Follow the notes you made in your plan.
- b Read what you have written very carefully. Make sure the description is easy to follow and understand. Look for grammar and spelling mistakes. Check the correct spelling in your *Active Study Dictionary*.
- c Correct the mistakes, then write the final descriptions.

Exercise 2 to help them write out descriptions of the two natural phenomena.

- 2 Walk around the class and help the students as needed.
- 3 Tell them to read over and correct their descriptions, checking any difficult spellings in their *Active Study Dictionary*, and then rewrite them.
- 4 Now put the students into groups of four or five and tell them to read out their reports. Ask each group to choose the best description for each phenomenon.
- 5 The students with the best descriptions from each group stand and read them out to the class.

Assessment

Listening Task

Target element: revise key listening passage

Tell the students that you are going to play the listening from Exercise 3 on page 51 of the Student's Book again. On the board write the gapped sentences listed below. Tell the students to listen and complete them. You may need to play the tape several times.

- 1 Really? Well, that couldn't happen of course. But people are right to think that the sun _____.
- 2 The sun gives us heat and light, which we need, but it also gives out x-rays and ultraviolet rays, which can be _____.
- 3 The sun is incredibly strong and you should never look straight at it. If you look at the sun, _____.
- 4 If he hadn't looked at the sun, _____ his sight.

Answers:

- 1 is very important
- 2 very harmful to life
- 3 you'll damage your sight
- 4 he wouldn't have damaged

Speaking Task

Target element: talk about a strange phenomenon of nature

On the board, write the following words.

Thunder and lightning
Volcanoes
Storms

Put the students into pairs. Tell them to discuss what happens in each weather phenomenon, and then explain the consequences of it.

Reading Task

Target element: revise the key reading passage and language

Tell the students to read the text 'Unusual weather' on page 53 of the Student's Book again. On the board, write the sentences listed below. There is one mistake in each sentence. Tell the students to find the mistake in each sentence and correct it.

- 1 The temperature is higher in northern Europe.
- 2 Strange weather can occur all over Africa.
- 3 The worst flood in the world happened in Britain.
- 4 Droughts happen when there is a lot of rain.
- 5 In the eighteenth century, there was a Little Hot Age.

Answers:

- | | | |
|---|---------------------|-----------|
| a | northern | southern |
| b | Africa | the world |
| c | Britain | China |
| d | Droughts | Floods |
| e | Hot | Ice |

Writing Task

Target element: writing about the weather in your town in different seasons

Tell the students to write about the weather in their area. Help them by writing the names of the four seasons on the board for headings, as below. Tell them to write about the weather in each season and to explain its impact on the land and the locality.

winter spring summer autumn

Ask some students to read out their texts to the class.

Review C

SB pages 56-60

WB pages 45-48

LESSON 1

SB page 56

WB page 45

Listening

1 Discuss these questions in pairs.

- 1 Ask the students to look at the pictures. Put the students into pairs. Tell them to do the first question together and then discuss the second.
- 2 Ask some students to share their answers with the class. Go through the answers with the class.

Answers:

- a Cairo 2 (given) Dubai 3
Paris 4 London 1
- b Possible reasons: for radio, television or mobile phone communications; to provide accommodation (flats/hotels), often in cities where land is very expensive; to be impressive, as a tourist attraction

2 Listen to a conversation between two young people and answer these questions.

- 1 Tell the students to read through the questions. Explain that you are going to play the tape, and they must listen and think about the correct answers. You may need to play the tape several times.
- 2 Allow the students to discuss their answers in pairs. Ask some pairs to share their answers with the class.
- 3 Go through the answers with the class.

Answers:

- a The Cairo Tower.
- b It was the tallest concrete structure in the world. It was made out of concrete with no metal to strengthen it.

TAPESCRIPT

Adel: So, Hamid, can you go right to the top?

Review C

Listening

1 Discuss these questions in pairs.

- a Where are these structures?
Match the pictures with the cities below.
☒ 2 Cairo ☐ Dubai ☐ Paris ☐ London
- b Why are tall structures like these built?

2 Listen to a conversation between two young people and answer these questions.

- a Which structure are they talking about?
- b Why was this structure special when it was built?

3 Listen again. Find and correct the mistakes in each sentence. (One sentence is correct.)

- a The tower closes at one o'clock ~~in the afternoon~~ at night.
- b Hamid has been to the top of the tower with his parents.
- c The tower was built as a hotel.
- d It is free for visitors to go to the top.
- e When the tower was built, it was the tallest structure in the world.
- f It was damaged by an earthquake in 1992.
- g The tower did not need to be repaired.

4 Discuss these questions in pairs.

- a Have you ever been to the top of a tall structure?
- b If you have, what was it like? If you have not, would you like to? Why/Why not?

5 The sounds of English

- a Listen and underline the stressed words in these sentences.

- 1 The tower opens at nine o'clock in the morning.
- 2 No, but my parents went.
- 3 You only have to pay more if you have a video camera.

- b Listen and underline the stressed part of these words.

- 1 inform information
- 2 engine engineer
- 3 explore exploration
- 4 history historian

- c Listen and complete the table.

	/d/	/t/	/tʃ/
opened	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
started	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
finished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
designed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Hamid: Yes, it's open to the public from nine o'clock in the morning until one o'clock at night. My parents went last week and they said the view was fantastic. They said they could see right across the city, and the river looked beautiful at night, especially when it was beginning to go dark and the city lights came on.

Adel: Do you know why it was built?

Hamid: Yes, it's a television tower. It was designed by one of our best architects, Naum Chebib.

Adel: And there's a restaurant at the top, isn't there?

Hamid: Yes, it goes round very slowly, so that you can see the whole city while you're eating.

Adel: How much does it cost to go to the top?
 Hamid: I think it's about twenty-five pounds.
 Adel: That's not bad, is it?
 Hamid: No, but you have to pay a bit more if you take a video camera.
 Adel: Do you know how tall it is?
 Hamid: Yes, it's 187 metres tall. It's not the tallest building in the world, but when it was built in 1961, it was the tallest concrete structure in the world.
 Adel: That must have been quite difficult. I thought all modern buildings had metal inside to strengthen the concrete. And it was damaged by an earthquake, wasn't it?
 Hamid: That's right – when the city was hit by an earthquake in 1992. The damage wasn't serious – and it's all been repaired now.
 Adel: Have you ever been to the top?
 Hamid: No, but I'd love to go, especially after what my parents said.
 Adel: Why don't we go together? I'd love to see what the Pyramids look like from the top.
 Hamid: They're fifteen kilometres away, but you can see them really clearly. If we went in the evening, we'd see the Nile at night.
 Adel: OK, let's arrange a date and time.

3 Listen again. Find and correct the mistakes in each sentence. (One sentence is correct.)

- 1 Tell the students to read through the seven sentences. Explain that there is a mistake in six of the sentences. Tell the students you will play the tape again and they must listen for the mistakes and correct the sentences.
- 2 Play the tape. You may need to play it several times.
- 3 Ask the students to check their answers in pairs. Go through the answers with the class.

Answers:

- a ~~in the afternoon~~ at night (given)
 b ~~has~~ hasn't
 c ~~hotel~~ television tower
 d ~~is free~~ costs about twenty-five pounds
 e ~~tallest structure~~ tallest concrete structure
 f ~~correct~~
 g ~~did not need~~ needed

4 Discuss these questions in pairs.

- 1 Put the students into pairs and tell them to read through the questions. Walk around, listening to the pairs, and note any mistakes in their

speaking. While students are still discussing, write any incorrect sentences you heard and one correct sentence on the board.

- 2 Ask the students to find and correct the mistakes on the board. Now ask some to share their answers with the class.

5 The sounds of English

- 1 Ask the students to read through part *a*. Explain that you are going to play the tape and they must listen carefully to the three sentences. Tell them to underline the stressed words in the sentences.
- 2 Play the tape again. Tell the students to compare their answers with the person next to them. Ask some students to come to the board to write out their sentences with the stressed words underlined. Go through the answers with the class.
- 3 Ask the students to read through part *b*. Explain that you are going to play the tape and they must listen carefully to the words. Tell them to underline the stressed part of each word. Play the tape again.
- 4 Tell the students to compare their answers with the person next to them. While students are comparing answers, write the words on the board for the students to see with the correct stressed parts underlined.
- 5 Ask the students to read through part *c*. Explain that you are going to play the tape and they must listen carefully for one of three sounds in each word. Review the sounds /d/, /t/ and /ɪd/ so the students will know what to listen for.
- 6 Explain that they must tick the correct box for the correct sound in each word. Play the tape twice. Review the answers with the class.

Answers:

- a 1 The tower opens at nine o'clock in the morning. (given)
 2 No, but my parents went.
 3 You only have to pay more if you have a video camera.
 b 1 inform, information (given)
 2 engine, engineer
 3 explore, exploration
 4 history, historian
 c opened /d/ (given) started /ɪd/
 finished /t/ designed /d/

T A P E S C R I P T**a***Narrator: One.**Hamid: The tower opens at nine o'clock in the morning.**Narrator: Two.**Hamid: No, but my parents went.**Narrator: Three.**Hamid: You only have to pay more for a video camera.***b***Narrator: One.**Voice: inform, information**Narrator: Two.**Voice: engine, engineer**Narrator: Three.**Voice: explore, exploration**Narrator: Four.**Voice: history, historian***c***Voice: opened
started
finished
designed***UNIT C Review****1 Mention the place and the speakers in each of the following two mini-dialogues.****a A** Excuse me. Do you speak English?**B** Yes, I do. How can I help you?**A** Could you tell me the way to the Cairo Tower, please?**B** Yes. Cross the road here, take the first road on the right, and the tower is at the end of that road.Place:
Speaker A:
Speaker B:**b A** We have to give our English homework in today.**B** I know, but I don't know where my book is.**A** Isn't it in your school bag?**B** No, I think I must have left it at home.Place:
Speaker A:
Speaker B:**2 Choose the correct answer from a, b, c or d.****1** Too much sun can be
a respectable **b** harmful **c** unthinkable **d** in conflict**2** We on the door three times, but they did not hear us.
a visited **b** called **c** hit **d** knocked**3** Nurses are part of the medical
a profession **b** work **c** job **d** career**4** I get on well with all my at work, but they are not close friends.
a people **b** workers **c** colleagues **d** relatives**5** The accident at eight o'clock when everyone was on their way to work.
a occurred **b** took **c** came **d** caused**6** They left two hours ago, so they arrived by now. It is not far.
a must **b** must have **c** have **d** can't have**7** No one is sure where Ali is, but we think he gone to see his uncle.
a must **b** can't have **c** might have **d** must have**8** She asked me whether there before.
a I had been **b** I went **c** I go **d** had I been**9** If for too long, I get a headache.
a I'll read **b** I read **c** I had read **d** I would read**10** If you had come ten minutes later, I
a would leave **b** will leave **c** leave **d** would have left

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**WORKBOOK**

page 45

1 Mention the place and the speakers in each of the following two mini-dialogues.

1 Tell the students to read the first dialogue carefully. Put them into pairs and discuss where they think the dialogue takes place and who might be speaking. Ask some of the students to share their answers with the class.

2 Repeat for the second dialogue. Go through the answers with the class.

Answers:

- a** Place: a street in Cairo
Speaker A: a foreign/English-speaking tourist/visitor
Speaker B: a local/resident of Cairo
- b** Place: a school
Speaker A: student/school friend
Speaker B: student/school friend

2 Choose the correct answer from a, b, c or d.

1 Explain to the students that they must read the gapped sentences and choose the correct answer from the four choices each time.

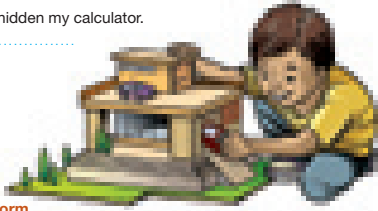
2 Now go through the answers with the class.

Answers:

- | | | | | |
|-------------|-----|-----|-----|------|
| 1 b (given) | 2 d | 3 a | 4 c | 5 a |
| 6 b | 7 c | 8 a | 9 b | 10 d |

LESSON 2 SB page 57 WB page 46**Grammar review**Review **C****1 Rewrite these sentences using *must have*, *can't have* or *might have*.**

- a I'm sure she was telling the truth. Everyone said the same thing.
She must have been telling the truth. Everyone said the same thing.
- b I don't know where he is. It's possible that he missed his train.
- c E-mails don't usually take two days to arrive. I'm sure she didn't send it.
- d I was out this morning. It's possible that he tried to phone me then.
- e Surely he hasn't finished his tea already. It was really hot.
- f I'm certain my little brother has hidden my calculator.
He's always hiding things.

**2 Choose the correct conditional form.**

- a **A** If you like mysteries **you'll** you'd love Dr Jekyll and Mr Hyde.
B What's it about?
- b **A** If I **told/had told** you the story, you wouldn't need to read it.
B I **won't mind/would have minded** if you tell me how it starts.
- d **A** It's about a scientist. No one wanted to help him because of his ideas. If his colleagues had worked with him, he **won't have/wouldn't have had** to do experiments on himself.
B What kind of experiments?
- e **A** If I told you that, you'd'll guess the rest of story.
B But it sounds exciting!
- f **A** If you **want/wanted** to know what happens, you'll have to read it yourself!

3 Report these sentences.

- a **Leila** Are you doing anything tomorrow, Sara?
Leila asked Sara if she was doing anything the next day.
- b **Sara** Yes, I'm going to see my grandparents.
- c **Leila** Where do they live?
- d **Sara** Their house is not too far from here.
- e **Leila** Why are you going tomorrow?
- f **Sara** It's my grandmother's birthday.
- g **Leila** Have you bought her a present?
- h **Sara** Yes, I've bought her a beautiful watch.



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- the same thing. (given)
- b I don't know where he is. He might have missed his train.
- c E-mails don't usually take two days to arrive. She can't have sent it.
- d I was out this morning. He might have tried to phone me then.
- e He can't have finished his tea already. It was really hot.
- f My little brother must have hidden my calculator. He's always hiding things.

2 Choose the correct conditional form.

- Review the conditional forms briefly on the board. Tell the students to read through the sentences and circle the correct conditional form for each one.
- Put the students in pairs to compare their answers.
- Go through the answers with the class.

Answers:

- | | |
|------------------|---------------------|
| a you'll (given) | b told |
| c won't mind | d wouldn't have had |
| e 'd | f want |

3 Report these sentences.

- Tell the students to read through the exercise first. Review the given example with the class and make sure the students understand the task.

Grammar review**1 Rewrite these sentences using *must have*, *can't have* or *might have*.**

- Tell the students to read through the sentences and explain that they must rewrite each one using *must have*, *can't have* or *might have*.
- Review the example together as a class. Now tell the students to rewrite the other sentences in the same way. Go through the answers with the class.

Answers:

- a She must have been telling the truth. Everyone said

- Tell them to report the remaining sentences in pairs. Go through the answers with the class.

Answers:

- a Leila asked Sara if she was doing anything the next day. (given)
- b Sara said she was going to see her grandparents.
- c Leila asked where they/Sara's grandparents lived.
- d Sara said their house was not (too) far from there.
- e Leila asked Sara why she was going the next day.
- f Sara said it was her grandmother's birthday.
- g Leila asked Sara if she had bought her grandmother a present.
- h Sara said that she had bought her a beautiful watch.



1 Find the mistake in each of the following sentences, then write it correctly.

- 1 Tell the students to read through the sentences. Explain that they must find the mistake in each sentence.
- 2 Tell them to cross out the mistake and write the correct answer, as in the given example. Go through the answers with the class.

Answers: _____

- a ~~might pass~~ might have passed (given)
- b ~~can't~~ must
- c ~~had he~~ he had
- d ~~go~~ have gone
- e ~~go~~ going
- f ~~in~~ on

2 Read the following, then answer the questions.

- 1 Tell the students to read quickly through the text. Tell them to close their books. Ask them what the text is about. Write their ideas on the board.
- 2 Now tell the students to read through the questions and then to write their answers. Go through the answers with the class.

Answers: _____

- 1 They saw a village and mountains covered in snow. (given)
- 2 The village disappeared at the end of the day/when the sun went down.
- 3 Scientists thought they had seen the mountains and village in a different country.
- 4 d
- 5 c

UNIT **RC** Lesson 2

1 Find the mistake in each of the following sentences, then write it correctly.

- a I'm not sure how well I did in the test at school today, but I think I ~~might pass~~.
I'm not sure how well I did on the test at school today, but I think might have passed.
- b You can't have been very thirsty. There's no orange juice left in the bottle.
.....
- c I asked him where had he been all morning.
- d If it had been too hot, we wouldn't go to the beach.
- e What about go shopping this afternoon?
- f How in earth is it possible to irrigate the desert?

2 Read the following passage, then answer the questions.

A village in the mountains

When the people of a small island off the coast of Scotland woke up and looked out of their bedroom windows one morning, they were amazed. At the north end of their island, they saw mountains covered with snow and a village. The village consisted of a large building with smaller houses around it. The reason that the people were amazed was because none of these things had been there when they went to bed the night before. This strange sight remained all day, but then disappeared when the sun went down. Scientists believe that they had seen the mountains and village from another country, 800 kilometres to the north. Experts agreed that unusual weather and light had probably caused this strange sight.

- 1 What did the people see when they looked out of their windows?
They saw a village and mountains covered in snow.
- 2 When did the village disappear?
.....
- 3 What did scientists think they had seen?
.....
- 4 How did the people feel when they saw the village?
 - a They were frightened.
 - b They were angry.
 - c They were disappointed.
 - d They were very surprised.
- 5 How did the experts explain the sight?
 - a They thought people had built a new village.
 - b They said the islanders had not really seen anything unusual.
 - c They thought it was caused by the weather.
 - d They thought the village was made of snow.

LESSON 3

SB page 58 WB page 47

Review **C** **Reading****1 Discuss these questions in pairs.**

- a The picture shows the Thames Barrier. How do you think it protects London from possible floods?
- b How do you think boats can reach London with this 'wall' across the river?

2 Read this article quickly and check your answers to Exercise 1.**3 Choose the correct answer from a, b, c or d.**

- 1 Walls are sometimes built along the sides of rivers to...
- keep water out of the river.
 - stop people from falling in.
 - collect rain.
 - keep water in the river.
- 2 A dam is...
- a large lake next to a river.
 - a wall built across a river.
 - a building for boats.
 - a wall built next to a river.
- 3 The Thames Barrier is raised when...
- the water level is high.
 - the water level is low.
 - ships are sailing along the river.
 - it rains heavily.
- 4 Floods can benefit people by...
- destroying land.
 - being in the Nile.
 - making agricultural land fertile.
 - being controlled.
- 5 Which of these sentences describes the message of the article?
- Floods are always bad.
 - Floods are always good.
 - Floods are usually good.
 - Floods are sometimes good.

Controlling floods

In many countries, rivers that cause floods have to be controlled. There are many ways of doing this, including building walls along the sides of rivers so that they do not flood even when the water level rises. In some places, lakes are created next to rivers so that, when the level rises, the water runs into the lakes instead of into the streets of towns or cities. In other places, dams have been built to stop rivers flooding. The Aswan Dam is a good example of this.



In London, the British capital, many areas are below the level of the Thames River, which means that the city has to be protected from possible floods. To do this, a huge metal wall called the Thames Barrier was built across the river. Usually this stays open so boats can pass up the Thames to London or down the river to the sea. If the water in the river rises to a dangerous level, however, the wall can be raised. Between 1982, when it was finished, and 2009, the Thames Barrier was raised over 100 times. Venice in Italy has the same control system.

We usually think of floods as bad and there are many examples of floods which have destroyed towns, cities and farm land. But floods can also benefit people. In the past, for example, Nile floods made agricultural land more fertile for farmers.

2 Read this article quickly and check your answers to Exercise 1.

- Ask the students to read quickly through the text, 'Controlling floods'.
- Tell them to check their answers for Exercise 1. Go through the answers with the class.
- Ask some students to find more information about the Thames Barrier in a library or on the internet. On the internet, you can find videos that show how the gates are moved. In a search engine, type **Thames barrier facts** or **Thames flood barrier works**.

Answers:

- It is raised when the level of the water in the Thames is dangerously high.
- The wall is usually open so that boats can pass through it. The structures in the photo can raise or lower the wall, which usually sits on the river bed to allow ships to pass. The wall can be rotated to a raised position to prevent tidal surges from reaching London.

3 Choose the correct answer from a, b, c, or d.

- Explain that the students must read the sentences and choose the correct answer for each.
- Put the students into pairs to compare their answers. Now go through the answers with the class.

Answers:

- | | | |
|-------------|-----|-----|
| 1 d (given) | 2 b | 3 a |
| 4 c | 5 d | |

Reading**1 Discuss these questions in pairs.**

- Tell the students to read through each question. Ask them to look at the photo of the Thames Barrier.
- Put the students in pairs. Ask them to discuss the two questions. Ask some students to report back to the class with their answers. Write their answers on the board. They will find the answers in the next exercise.

**1 Answer the following questions.**

- 1 Tell the students to read the questions. See how much they can remember before looking back at the texts on pages 43 and 53 in the Student's Books.
- 2 Tell them to write the answers in the spaces provided. Go through the answers with the class.

Answers:

- a They were cut into large blocks and raised sixty metres up a cliff. (given)
- b The Great Wall of China was built to protect Chinese villages from being attacked.
- c Most of Dunwich disappeared under the sea after high waves and violent storms.

2 Read this quotation and answer the questions.

- 1 Tell the students to read the short quotation. Make sure they understand it.
- 2 Now ask the students to read through the questions below and to write their answers. Go through the answers with the class.

Answers:

- a Dr Jekyll is good and Mr Hyde is evil. (given)
- b He takes medicine which changes him from a good person into a bad person. This shows that there is good and bad in everyone.
- c He leaves everything to Mr Hyde.
- d They disapprove of them.

3 Rewrite the following sentences using word(s) in brackets, to give the same meaning.

- 1 Tell the students to read through the sentences carefully and do this exercise in the usual way.
- 2 Put the students into pairs to compare their answers. Go through the answers with the class.

Answers:

- a London is in southern England. (given)
- b The temples at Abu Simbel must have been very

1 Answer the following questions.

- a How were the temples at Abu Simbel moved?
They were cut into large blocks and raised sixty metres up a cliff.
- b Why was the Great Wall of China built?
.....
- c What happened to the English port of Dunwich in the fourteenth century?
.....

2 Read this quotation and answer the questions.

Dr Jekyll has now proved that human nature is both good and evil, but soon he starts to enjoy being Mr Hyde. He changes into Mr Hyde more often and finds it more difficult to change back into Dr Jekyll.

- a How are Dr Jekyll and Mr Hyde different from each other?
Dr Jekyll is good and Mr Hyde is evil.
- b How does Dr Jekyll prove that human nature is good and evil?
.....
- c Who does Dr Jekyll leave everything to in his will?
.....
- d What do Dr Jekyll's colleagues think about his experiments?
.....

3 Rewrite the following sentences using the word(s) in brackets, to give the same meaning.

- a London is in the south of England. (southern)
London is in southern England.
- b I think the temples at Abu Simbel were very difficult to move. (must)
.....
- c It took me three weeks to get better after the operation. (recuperate)
.....
- d The tunnel is 9.8 metres from side to side. (diameter)
.....

difficult to move.

- c It took me three weeks to recuperate after the operation.
- d The tunnel is 9.8 metres in diameter.

LESSON 4**SB page 59****1 Make conditional sentences about floods.**

- 1 Explain that the students must use the cues to write conditional sentences. Go through the given example with the class and make sure the students understand the task. Tell them to read carefully through all the prompts before starting.



1 Make conditional sentences about floods.

- a If/London/not protected/by Thames Barrier,/often flood.
If London were not protected by the Thames Barrier, it would often flood.
- b Floods can occur/if/water level/river/very high.
- c If water/run/sides of/river in a city/streets/flood.
- d If/Thames Barrier/not built,/London/flooded/many times in the last 20 years.
- e If/Thames Barrier/raised,/boats/not go up and down the river.

2 Discuss these questions in pairs.

- a Do you think there may be more floods in the future? Why/Why not?
- b Do you know any other structures that have been built because of natural phenomena such as floods?



Critical thinking

1 Answer the following questions.

- a Why are lakes sometimes created near to rivers?
So that there are places for water to be collected if it comes over the sides of rivers.
- b When is it impossible for boats to pass up and down the Thames?
- c Which other city has the same system for stopping floods as London?
- d Why do you think so many towns and cities have rivers running through them?
- e Do you think the Thames Barrier is being raised more often now than when it was first built? Give a reason for your answer.
- f Do you think sea levels will rise in the future? Give a reason for your answer.

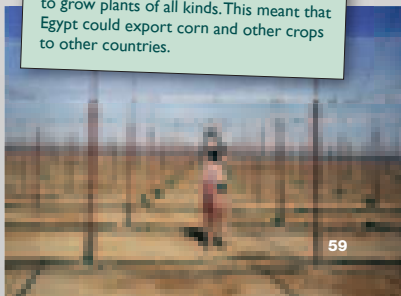
2 Read this quotation and discuss the questions.

- a Do you think Egyptian farmers welcomed the water of the Nile going over their land? Why/Why not?
- b Why is thick mud good for growing crops?
- c How has the building of the Aswan High Dam affected the Nile floods?
- d What crops does Egypt now export to other countries?

In the past, heavy rain from the mountains of Ethiopia went into the Nile. Every year, this caused floods which covered the land on the two sides of the river in thick mud. When the water went down again, rich, fertile soil was left and this helped farmers to grow plants of all kinds. This meant that Egypt could export corn and other crops to other countries.

3 Discuss these questions in pairs.

- a In the last ten years, Egypt has turned large areas of desert into farm land. How and why do you think this has been done?
- b Why is it important that this work continues?



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2 Go through the answers with the class.

Answers:

- a If London were not protected by the Thames Barrier, it would often flood. (given)/ ... be flooded.
- b Floods can occur if the water levels of a river are very high.
- c If water runs over the sides of a river in a city, the streets flood./ ... become/get flooded
- d If the Thames Barrier had not been built, London would have flooded many times in the last twenty years./ ... would have been flooded.
- e If the Thames Barrier is raised, boats cannot go up and down the river.

2 Discuss these questions in pairs.

- 1 Tell the students to read through the questions and make some notes for their answers. Put them into pairs to compare and discuss their ideas.
- 2 Ask a few students to share their answers with the class.

Suggested answers:

- a Yes, because there is more extreme weather/sea levels are rising.
- b Walls have been built to stop the sea flooding the land in many places. Walls have also been built to stop the land/rocks falling down mountains. Buildings have been built that are not easily damaged in earthquakes.

Critical thinking

1 Answer the following questions.

- 1 Tell the students to read through the questions. If they are not sure of the answers, the students can read the text 'Controlling floods' on page 58 again.
- 2 Put the students into pairs to compare their answers. Go through the answers with the class.

Answers:

- a So that there are places for water to be collected if it comes over the sides of rivers. (given)

- b When the Thames Barrier is raised.
- c Venice (in Italy).

Suggested:

- d Towns and cities were often built on crossing places along rivers, and people always need water.
- e Yes/Probably, because weather conditions are getting more extreme. There is more rain and there are very high tides more frequently.
- f Yes/Probably, because of global warming which is melting the ice caps.

2 Read this quotation and discuss the questions.

- 1 Tell the students to read through the short text. Help them with any vocabulary they find difficult.
- 2 Put the students into pairs to read the questions and discuss their answers. Ask some students to share their answers with the class.

Suggested answers:

- a They probably welcomed the floods because it helped them to grow good crops which they could sell at home and export. The annual floods were a regular natural fact of life. However, the floods also caused damage along the Nile Valley.
- b It is full of good things that plants need in order to live and grow.
- c It has stopped the annual flooding of the Nile Valley and prevented the damage that was being done. It has meant that farmers now have to depend on artificial fertilizers instead of natural mud.
- d Various fruit and vegetables.

3 Discuss these questions in pairs.

- 1 Put the students into pairs. Tell them to read through the two questions and answer them together.
- 2 Ask some pairs to share their answers with the class.

Suggested answers:

- a It has been done by irrigating large areas of land and planting crops. It has been done to provide more farmland so that more food can be produced for a growing population. Only a very small part of Egypt's land is currently used by people. This is a way of using more.
- b The population of Egypt is growing. It is necessary to increase the amount of land available for agriculture to produce the increasing amounts of food needed by people. As the population continues to grow, more land will be needed.

Project 3 Developing an old building

1 Look at the pictures and discuss the situation in pairs.

- a What activities do young people in your area enjoy? Make a list, e.g. *sports, language learning*.
- b Think about how the factory was used in the past e.g. *I think it must have been/It might have been...*
- c How could the inside and outside of the factory be used for the new activities?
- d What changes would be needed? Make and respond to suggestions, e.g. *How/What about...? I'd go along with that.*
- e Choose two activities which you think would be successful here.

Situation

A small factory near your school is no longer used and is now empty. You have been asked to suggest a new use for this old structure. This must benefit young people or be connected with their education.

2 Present your ideas to another pair.

- a Pairs take turns to describe their ideas for the two activities.
 - The first pair should explain their ideas clearly, e.g. *Let me explain. What happens is...*
 - The other pair should ask for explanations if necessary, e.g. *I'd like to know how/How on earth...?*
- b Choose the best two of the four ideas you have described.

3 Present your ideas to the class.

- a Each group of four describes their ideas to the rest of the class.
 - Say which activities you have chosen. Give reasons.
 - Describe how the old factory will have to be changed to make these activities possible.
- b The class should now choose their two favourite activities.

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LESSON 5

SB page 60

WB page 48

Communication

Project 3 Developing an old building

1 Look at the pictures and discuss the situation in pairs.

- 1 Tell the students to read through the situation and look at the pictures.
- 2 Put the students into pairs and ask them to read and discuss the questions in *a*. Ask some pairs to read their lists and make a single list on the board using all their ideas.

UNIT

1

2

a Translate into Arabic:

If you live in southern Europe or Africa, you know that the temperatures are higher and there is less rain than if you live in northern Europe or Canada. It is unusual for the weather forecast to surprise us.

b Translate into English:

كانت الرياح بالقطع شديدة خلال الليل ، أليس كذلك؟

أحمد وعلا وعدونا أن يكونوا هنا غداً في الصباح الباكر.

أحمد وعلا وعدونا أن يكونوا هنا غداً في الصباح الباكر.

2 Present your ideas to another pair.

- 1 Put the pairs together into groups of four students. Tell the students to take turns to share one of their ideas with the group. Tell them to explain clearly, using the language listed in *a*, to ensure the other students understand their proposals. The other students can ask questions if they are not clear about something.
- 2 Tell each group to choose the best two ideas and make notes about them to report to the class.

3 Present your ideas to the class.

- 1 Each group of four students now presents its two chosen activities for the factory to the class. They must say which activities they have chosen and why, and how the factory will have to be changed for the activities.
- 2 Tell the other students to make notes about each of the proposed activities.
- 3 When all the groups have presented their ideas, the class votes for the two best activities.

 WORKBOOK page 48

1 Write a paragraph of about 100 words about unusual weather that you remember.

- 1 On the board, write the following pointers, which might help the students to organise their essay.

What is the type of weather?/Where and when did you see it?/What were the reactions of people around you when they saw this weather?/How did you feel during the weather?

- 2 Tell the students to make notes for each of the questions. They can then use their notes to write their paragraph.

- 3 Tell them to read through their paragraph and

- 3 Now ask them to read and discuss *b*. Ask pairs for their feedback. Make sure they use *must/might/can't/could have been* in their sentences.
- 4 Tell the pairs to look at the picture of the building and decide which activities they listed in *a* could be enjoyed by young people inside or outside the building. Ask the students to think how the factory would need to be changed for the new activities. Invite suggestions from the students using the language in *d*, and then ask all the students to make suggestions in their pairs in the same way. Tell them to make notes of their ideas.
- 5 Finally, tell them to choose two activities which they think would work well in the factory.

check any difficult words in the *Active Study Dictionary*. When they have corrected their work, display them around the classroom walls.

- 4 Ask the students to read the displayed paragraphs and decide which is the most unusual and interesting. The class can now vote for the most unusual weather paragraph.

2 Translation

- 1 Tell the students to read the English sentences in *a*, translate them into Arabic, and write the translation down.
- 2 Tell the students to read the Arabic sentences in *b*, translate them into English and write the translation down.
- 3 Now put the students into pairs to compare their answers.
- 4 Go through the answers with the class.

Answers: _____

- a إذا/إن كنت تعيش بجنوب أوروبا أو بإفريقيا، فأنت تعلم أن درجات الحرارة أعلى و(معدل هطول / نسبة) الأمطار أقل من (مناطق مثل) شمال أوروبا أو كندا. فمن غير المعتاد أن تدهشنا/تفاجئنا النشرة الجوية.

- b It was really windy last night, wasn't it? / The wind was blowing hard throughout the night, wasn't it?

It must have been very windy during the night, mustn't it?

Ahmed and Ola promised (that) they would be here early the next morning.

Practice Test 1

A Language Functions

1 Respond to each of the following situations:

- a Someone says they think magazines are a waste of money. Disagree, giving a reason.
I don't agree./I (completely) disagree. Magazines are an excellent means of spreading news and educating people.
- b A friend from England calls and asks about the weather. You see dark clouds in the sky.
(I think./It looks like) it's going to rain.
- c One of your friends watched a football match on TV and found it boring. You have a different opinion.
That's (just) not true./I disagree... (It was a good match.)
- d You hear someone use a word you do not understand. The word is *energy*.
What does energy mean?/Could you explain (the word) energy, please?

2 Mention the place, the speakers and the language function in each of the following two mini-dialogues:

- a A So, John, could you tell our listeners how you started?
B Certainly. It was when I was seven. I won first prize in a poetry competition.
When I was a student, some of my stories were published in a university magazine.
A And now it's your full-time job?
B That's right. My second novel was published last year.
- b A Could you help me carry the shopping into the house, please, Aisha?
B OK, Mum. Where shall I put it?
A Just put the bags on the kitchen floor for the moment.

Place: *radio station/studio*
Speaker A: *interviewer*
Speaker B: *writer*
Function: *ask and answer (interview) questions*

Place: *outside a family home*
Speaker A: *mother*
Speaker B: *daughter, Aisha*
Function: *ask for help and agree to help*

B Vocabulary and Structure

3 Choose the correct answer from a, b, c or d:

- 1 This medicine is safe. There are no
a top effects **b** side effects c leaks d waste
- 2 I'm going to have lunch with friends tomorrow. We are at the restaurant at 12.30.
a going to meet b would meet c will meet d meet
- 3 The between Cairo and my town is 650 kilometres.
a district b area **c** distance d space
- 4 It is hard to walk in space because there is no
a gravity b waiting c spin d air
- 5 In Britain, children secondary school from the age of 11.
a go b intend c share **d** attend

PT 1

- 6 Most furniture from wood.
 a made **b** is made c make d makes
- 7 Many people vegetables in their gardens.
 a growing b are grown **c** grow d is grown
- 8 In very hot weather, ice cream turns to
 a water b soft **c** liquid d solid
- 9 We call oil and coal fuels.
a fossil b old c renewable d waste
- 10 She an archaeologist when she leaves university. That is her plan.
 a will become b am becoming **c** is going to become d become
- 11 He is flying to London at the weekend. His flight at 5.30 in the morning.
 a leaving **b** leaves c left d leave
- 12 We don't have time. We'll have to hurry.
 a many b some c a lot **d** much
- 13 My friend and I look very different, but our personalities are
a alike b same c common d like
- 14 Six months half a year.
 a are **b** is c be d am
- 15 The walls of the were built to protect the town.
 a pyramid b mission **c** castle d house
- 16 I am writing that my teacher asked for.
 a essay b a essay **c** the essay d that essay

4 Find the mistake in each of the following sentences, then write it correctly:

- a She's going meet her sister in town.
She's going to meet her sister in town.
- b I fixed the lake in the petrol tank.
I fixed the leak in the petrol tank.
- c How many time do I need to drive to the city centre?
How much time do I need to drive to the city centre?/ How many times do I need to drive to the city centre?
- d Oil and gas are find under the ground.
Oil and gas are found under the ground.
- e Water is the solid form of ice.
Water is the liquid form of ice.
- f The married team went to Italy on their honeymoon.
The married couple went to Italy on their honeymoon.

C Reading

5 Read the following passage, then answer the questions:

In the winter, many animals and birds travel hundreds of kilometres to places with a warmer climate and more food. This incredible journey takes place every year at about the same time. It is common to see birds sitting on walls or telephone wires waiting to travel the long distance between the places where they spend their summers and their winters.

Scientists do not know exactly how **they** find their way to and from their winter homes. It is thought that there are different ways, for example, using the sun and stars for navigation. Some people believe that birds depend on their senses, including their sense of smell, to help them find the way. Some animals and birds travel thousands of kilometres. Blue whales have been known to travel up to 20,000 kilometres.

a Give short answers to the following questions:

- 1 Why do some birds and animals spend their winters and summers in different places?

Because they need a warmer climate and more food in winter.

- 2 How do birds and animals use the sun and stars?

They use them to navigate/ to help them find the right way/direction.

- 3 What is surprising about the blue whale? *It can travel 20,000 kilometres.*

b Choose the correct answer from a, b, c or d:

- 4 Why are the journeys birds and animals make *incredible*?

a They take place at exactly the same time every year.

☒ b They are very long.

c The birds and animals do not know where they are going.

d They take place in winter.

- 5 Who does the word **they** refer to in the phrase **they find their way**?

a scientists

b winter homes

☒ c birds and animals

d the sun and stars

6 Read the following passage, then answer the questions:

The Girl Against the Jungle is the story of a girl who is flying to Brazil with her mother. Suddenly, there is a storm and the plane crashes. The girl wakes up to find herself in the middle of a thick jungle. She is not badly injured, but there are parts of the plane around her and she discovers that she is the only survivor. She realises that it will be difficult for anyone to find her in the jungle, and she knows that if she stays where she is, she will die. Then she remembers some advice her father had given her many years before. He had said, "If you are lost in a jungle, you should find a river and follow it." The next day, she sets off to find a river. After walking for seven days, she comes to a small town, where people look after her.

a Give short answers to the following questions:

- 1 Where are the girl and her mother travelling to? *They are travelling to Brazil.*

- 2 Where does the plane crash? *It crashes in a (thick) jungle.*

- 3 Where does the girl find herself after walking out of the jungle?

She finds herself in a small town.

PT1

b Choose the correct answer from a, b, c or d:

4 What is a *survivor*?

a Someone who rescues people.

c Someone who dies in a plane crash.

b Someone who does not die in an accident.

d Someone who gets lost in a forest.

5 How long does she walk for?

a seven weeks

b a year

c a week

d seven hours

7 The Reader (The Mask of Gold)

a Answer the following questions:

1 Where had the girl been before she woke up in Cairo?

She had been in Peru.

2 What did she take with her on her trip?

She took a device/machine which helps archaeologists to discover the age of things made of wood and cloth. / She took a laser.

b Complete the following to make meaningful sentences:

1 The girl was away from her home in Egypt for *two months*.

2 The Incas did not have *any writing*.

c Read the quotation and answer the questions:

"You're going so far away," she sobbed.

1 Who said this, and who did they say it to?

Samira said it to her older/big sister (Leila).

2 When and where did she say this?

When she was leaving her at the airport at the start of her/ Leila's trip to Peru.

D Writing

8 Write a paragraph of about 100 words describing what families can do to save energy.

Translation

9 a Translate into Arabic:

Everyone who has travelled in space has described the magical feeling of looking down on the Earth as it spins. It is impossible to go for a walk. However, you can do exercises.

كل من سافر في الفضاء (الخارجي) قد وصف الإحساس السحري لرؤية الكرة الأرضية (من أعلى) وهي تدور من المستحيل أن يذهب المرء للتمشية (وهو هناك)، ولكن يمكن ممارسة التمرينات (الرياضية).

b Translate into English:

١- هل تطفئ الأنوار حينما تكون خارج الغرفة؟

Do you switch off the lights when you are not in a room?

٢- بعدما أنهت دراستها المدرسية التحقت داليا بجامعة القاهرة.

After finishing school, Dalia went to/ joined Cairo University.

Practice Test 2

A Language Functions

1 Respond to each of the following situations:

- a A foreign friend wants to know how to make tea the Egyptian way. Tell him/her what to do first.
First of all, boil some water, then add it to some tea leaves in a mug.
- b Someone asks what you were doing at eight o'clock this morning.
I was having/eating my breakfast./I was going to school.
- c A friend asks you what you think about TV news programmes.
In my opinion/I think/As far as I'm concerned, they're too long/too short/too serious/very interesting.
- d A friend wants a job to help poor people. Advise him or her.
If I were you, I'd/I think you should/Why don't you study/train to be a doctor/a nurse/a volunteer in a charitable organisation/an NGO?

2 Mention the place, the speakers and the language function in each of the following two mini-dialogues:

- a A At last we're here. What time does our flight leave, Dad?
B At midday. We've still got lots of time.
A Are you sure we have everything we need?
B Yes, I'm sure. Please stop worrying, Ali!

Place: *airport*
Speaker A: *son*
Speaker B: *father*
Function: *ask and answer questions
(; make a request)*

- b A So, for your homework, I want you all to make a list of all the plants growing in your neighbourhood.
B Shall we just write the names of the plants?
A No, write the names and a short description.
B When is the homework for?
A Next Thursday, please.

Place: *classroom*
Speaker A: *teacher*
Speaker B: *student*
Function: *give instructions*

B Vocabulary and Structure

3 Choose the correct answer from a, b, c or d:

- 1 I expect I you at the weekend.
a am going to see b am seeing **c** 'll see d see
- 2 After the accident, the doctor her to check she was not injured.
a examined b looked at c tested d studied
- 3 Do you have free time this afternoon?
a a b the c many **d** any
- 4 We went to the opening of a new school last week. It was a very interesting
a occasion b time c view d situation
- 5 Petrol from oil.
a made **b** is made c makes d are made
- 6 Wind and wave power are types of energy.
a new b waste **c** renewable d cheap

PT2

- 7 When I was younger, I go swimming every day.
 a usually b used c use **d used to**
- 8 My sister at university for three years. She comes home every weekend.
 a is **b has been** c is being d had been
- 9 The police think he did it. He is the main
a suspect b pioneer c publisher d agent
- 10 I really enjoy reading Agatha Christie novels. I particularly like her
 a way **b** style c system d design
- 11 It that air travel will become more popular in the future.
a is thought b was thought c thought d thinks
- 12 He did nothing wrong. He's
 a suspect b guilty **c** innocent d sensible
- 13 If he doesn't get eight hours sleep every night, he really tired the next day.
 a will feel **b** feels c would feel d is feeling
- 14 If I have any free time tomorrow, for a walk in the park.
 a I went b I go c I'd go **d** I'll go
- 15 The piano is our favourite musical
 a tool **b** instrument c equipment d device
- 16 Her uncle can't remember his accident. The doctor thinks he may have
 a a headache b phobia **c** amnesia d injury

4 Find the mistake in each of the following sentences, then write it correctly.

- a I need to get fit, so I've made a decision. I do more exercise.
I need to get fit, so I've made a decision. I'm going to/I'll do more exercise.
- b *The Prisoner of Zenda* was wrote by Anthony Hope.
The Prisoner of Zenda was written by Anthony Hope.
- c We moved to this house two years ago today, so we lived here for exactly two years.
We moved to this house two years ago today, so we have lived here for exactly two years.
- d Before I entered the university, I had to show my credit card.
Before I entered the university, I had to show my identity card.
- e If you heat water, it melts.
If you heat water, it boils./If you heat ice, it melts.
- f Ra'fat El-Haggan and Goma'a El-Shawwan were very famous Egyptian kings.
Ra'fat El-Haggan and Goma'a El-Shawwan were very famous Egyptian spies.

C Reading

5 Read the following passage, then answer the questions:

The Taj Mahal, which is outside the city of Agra in India, was built by the Emperor Shah Jahan. It is a tomb for his favourite wife, Mumtaz Mahal. Her body is buried under the building. The Taj Mahal was started in 1633 and took 22 years to build. Today, it is one of the most popular buildings in the world for tourists.

The Taj Mahal is built of white stone which is covered with beautiful designs. The highest part of the roof of the Taj Mahal is shaped like an onion. In front of the building is a lake. At night, in the light of the moon, you can see the Taj Mahal in this lake – it is a beautiful sight.

a Give short answers to the following questions:

- 1 Who was Mumtaz Mahal? *She was the favourite wife of Emperor Shah Jahan.*
- 2 In what year did they finish building the Taj Mahal? *1655 (1633 + 22)*
- 3 Describe the Taj Mahal. *It is (a beautiful structure) made of white stone that is covered with beautiful designs. The highest part of the roof looks like an onion.*

b Choose the correct answer from a, b, c or d:

- | | |
|---|---|
| 4 Why was the Taj Mahal built? | 5 Why can visitors sometimes see the Taj Mahal in the lake? |
| a in memory of Shah Jahan | a The water is like a mirror. |
| b to attract tourists | b The building is in the middle of a lake. |
| c in memory of Shah Jahan's wife | c The Taj Mahal is on an island. |
| d as a castle | d The city is often flooded. |

6 Read the following passage, then answer the questions:

People suddenly started seeing the strange plants in their gardens last spring. No one had ever seen anything like them before, and no one knew where they had come from. At first, some people pulled them out and burned them because they thought they looked horrible. But most people left them where they were, without touching them. The next summer, people enjoyed the big purple-coloured flowers that the plants produced.

It was not until August that people read in their newspapers the first reports that the plants could walk and run and even catch people and kill them. There is never much interesting news in August, so people thought that journalists had made up these stories about walking plants to sell a few more newspapers and make money. Then in September, there was terrible news...

a Give short answers to the following questions:

- 1 Why did some people destroy the plants? *Because they thought they looked horrible.*
- 2 How were the plants dangerous to people? *They could catch people and kill them.*
- 3 What did people think when they read the newspaper stories for the first time?
They did not believe the stories. / They thought they had been made up by journalists. (to sell more newspapers).

b Choose the correct answer from a, b, c or d:

- 4 Where is this text from?
a a newspaper **b** a science fiction story c a detective story d a book on gardening
- 5 What does **them** refer to in *the plants could walk and run and even catch people and kill them*?
a the plants b the journalists c the newspapers **d** the people

UNIT PT2

7 The Reader (The Mask of Gold)

a Answer the following questions:

1 What job did the man sitting next to Leila on the plane say he did?

He said he was a mining engineer.

2 What did Dr Hafez think when Leila introduced him to Martin Lander?

He thought he had met the man somewhere before.

b Complete the following to make meaningful sentences:

1 Although Martin Lander has an American passport, he *was born in South Africa.*

2 When Dr Hafez met Leila at the airport, he asked her if *she had brought the laser.*

c Read the quotation and answer the questions:

I decided I didn't want to tell this man too much more. He spoke easily and confidently.

1 Why do you think Leila did not want to answer any more questions?

She thought the man was asking too many questions. / Some of her work was secret.

2 Later on the journey, Leila fell asleep. What did the man do while she was sleeping?

He looked through the pocket in the seat in front of her, where she had put her papers about the latest archaeological research.

D Writing

8 Write a paragraph of about 100 words about a novel or a short story you have enjoyed reading.

Translation

9 a Translate into Arabic:

Yahia Haqqi was born in 1905 in the Sayyida Zeinab district of Cairo. He graduated in law and worked for a short time as a lawyer. In 1929, he began his career as a diplomat.

وُلِدَ (يحيى حقي) عام ١٩٠٥ في حي السيدة زينب بالقاهرة. تخرّج من (كلية) الحقوق وعمل / اشتغل لفترة قصيرة كمحام. في عام ١٩٢٩ بدأ حياته المهنية كدبلوماسي.

b Translate into English:

١. لو كنت قلقاً، عليك أن تسأل والديك النصيحة.

If you are worried, you should ask your parents for advice.

٢. ما نوعية الأنشطة التي تحب أن تمارسها خلال نهاية الأسبوع؟

What kinds of things (activities) do you like doing / to do at weekends?

Practice Test 3

A Language Functions

1 Respond to each of the following situations:

- a You do not understand why it goes dark at night. Ask someone to explain it.
Can you explain why it goes dark at night?
- b A friend suggests that swimming is a good way to keep fit. State another way.
Running/Squash/Tennis is also good exercise/a good way to keep fit.
- c A friend suggests that you join a squash club together. Suggest something else.
(Personally,) I'd prefer to/I'd rather join a tennis club./How about joining a tennis club?
- d Someone asks where your friend Ali is. You have not seen him for a long time. You are almost certain he is on holiday.
Ali must be on holiday. I haven't seen him for a long time.

2 Mention the place, the speakers and the language function in each of the following two mini-dialogues:

- a A Excuse me, sir. The captain has asked everyone to return to their seats.
B Does that mean we are going to land soon?
A Yes, in about 15 minutes.

Place: *a plane*
Speaker A: *flight attendant*
Speaker B: *passenger*
Function: *make a request*

- b A Have you seen Tarek?
B No, sir. He was at his desk on the phone a few minutes ago.
A Isn't he there now?
B No, maybe he's gone home already.
A He can't have gone home. He's preparing a report for me.

Place: *an office*
Speaker A: *boss/manager*
Speaker B: *Tarek's colleague/office worker*
Function: *ask for information; guess/deduce information*

B Vocabulary and Structure

3 Choose the correct answer from a, b, c or d:

- 1 Don't worry. I'm sure them again soon.
a you see b you're seeing **c** you'll see d you're going to see
- 2 Wanting friends is part of human
a nature b conflict c will d life
- 3 They have just received this photo as an e-mail
a post **b** attachment c letter d part
- 4 Lightning is a dangerous but natural
a sight b response c eclipse **d** phenomenon
- 5 She didn't see her brother this morning. He the flat very early.
a must have left b must leave c can't have left d can't leave

UNIT PT3

- 6 He left his glasses at school yesterday. I'm hoping someone found them.
 a must have **b might have** c can't have d can have
- 7 The quickest way for Sawsan to get to school is to a train.
 a go b bring c come **d take**
- 8 That plant has been so that it gets lots of light.
 a explored b raised **c positioned** d put
- 9 Taha's mother asked him where
a he had been b had he been c has he been d he has been
- 10 She promised she me as soon as the plane landed.
 a will phone b phoned **c would phone** d phones
- 11 Is that someone on our door? I'll see who it is.
 a hitting **b knocking** c smashing d beating
- 12 Their uncle is a scientist. He's research into new forms of energy.
 a making b taking c getting **d doing**
- 13 If you earlier, you wouldn't have missed your train.
a had left b leave c would have left d left
- 14 you work harder, you'll fail your exam.
 a If **b Unless** c When d As
- 15 I'm hot today. How about to the beach?
 a gone **b going** c went d go
- 16 Accidents more frequently when the roads are busy.
 a take part b come in c cause **d occur**

4 Find the mistake in each of the following sentences, then write it correctly:

- a Let's try to find them. They can't have went very far.
~~Let's try to find them. They can't have went very far.~~
- b Teachers and supervisors belong to the teaching confession.
~~Teachers and supervisors belong to the teaching profession.~~
- c He asked me if saw his newspaper.
~~He asked me if I had seen his newspaper.~~
- d The statue of Ramses II is a very important Ancient Egyptian magnet.
~~The statue of Ramses II is a very important Ancient Egyptian monument.~~
- e People can waste lots of money by using the underground.
~~People can save lots of money by using the underground.~~
- f The accident wouldn't happen if he hadn't been using his mobile phone.
~~The accident wouldn't have happened if he hadn't been using his mobile phone.~~

C Reading

5 Read the following passage, then answer the questions:

The Metro is the name of the underground railway system in Paris, the capital of France. The system has 16 lines and over 300 stations. Together, the lines are about 200 kilometres long. The Paris Metro is the second busiest underground system in Europe after Moscow, and carries about five million passengers every day. It is said that in the centre of Paris, you are never more than 500 metres from a Metro station.

The first line on the Metro was opened on July 19, 1900. The system grew quickly, but stopped in 1914, at the beginning of the First World War. By the early 1920s, the central part of the system was finished, although in the 1930s some of the lines were made longer to carry commuters to and from the outskirts of Paris.

a Give short answers to the following questions:

- 1 Which city has the busiest underground railway system in Europe? *Moscow*
- 2 Why did work on the Metro stop in 1914? *Because the First World War started.*
- 3 Why were some of the lines made longer in the 1930s? *To carry commuters to and from the outskirts of Paris.*

b Choose the correct answer from a, b, c or d:

- 4 In what year were the first journeys made on the Paris Metro?
 a 1930 b 1920 c 1914 **d 1900**
- 5 Who or what are *commuters*?
 a electrical goods b school children
c people who regularly travel to work d university students

6 Read the following passage, then answer the questions:

An old sailor visits the young Jim Hawkins and pays him to look out for his enemies. Jim escapes death when sailors come looking for the old man's secret papers. Jim finds the papers; among them is a map showing an island with buried treasure. Jim decides to look for the treasure and gets ready to sail. Unfortunately, his crew includes Long John Silver, an evil man who also wants the treasure. Jim hears Long John Silver's plan to attack his men and take over the ship. An exciting battle takes place. Jim escapes to the island, where he discovers Ben Gunn, an old man who has already found and hidden the treasure. At the end, Long John Silver's men are beaten and Jim returns safely to the ship with the treasure.

a Give short answers to the following questions:

- 1 Why does the old sailor give Jim Hawkins money?
Because he wants him to look out for his enemies.
- 2 Why does everyone want the map that Jim finds?
Because the map shows where the treasure is buried.
- 3 What did Ben Gunn do with the treasure after he found it?
He hid it.

UNIT PT3

b Choose the correct answer from a, b, c or d:

4 What kind of text do you think this is?

- a** a newspaper story **b** part of a novel **c** a police report **d** a letter

5 What does the word **them** refer to in the phrase *among them is a map*?

- a** Long John Silver's men **b** the old man's enemies
c the secret papers **d** the crew of the ship

7 The Reader (The Mask of Gold)

a Answer the following questions:

1 Why did Dr Hafez keep looking round as he was talking to Leila on the plane?

He was worried that someone might be listening to their conversation.

2 What did the Peruvian archaeologist Ramon find?

A gold figure of a child.

b Complete the following to make meaningful sentences:

1 Dr Hafez told Leila that thieves sometimes *take gold and silver things out of the country and sell them to collectors.*

2 One of the most exciting days of Leila's life was when the archaeologists broke through *the wall into the tomb.*

c Read the quotation and answer the questions:

It's really quite deep. I can see some bones and some bits of pottery.

1 Where is the person who says this? *In the tomb (through the wall).*

2 What does he go on to say about the bones? *He says that they are human bones.*

D Writing

8 Write an e-mail to a friend describing a book you have recently read.

Translation

9 a Translate into Arabic:

Egypt has many amazing works of ancient and modern engineering. At the south of Aswan, for example, Abu Simbel is the site of two temples. These were carved into a cliff in about 1250 BCE.

مصر فيها الكثير من الأعمال الهندسية المدهشة، القديمة والحديثة كذلك. ففي جنوب أسوان، على سبيل المثال، أبو سمبل موقع لمعبدتين. تم حفرهم في جُرف في عام ١٢٥٠ قبل الميلاد.

b Translate into English:

١- عفواً، هل يمكن أن ترشدني إلى أحسن طريق للوصول إلى المحطة؟

Excuse me, could you tell me/what's the best way to get to/reach the station?

٢- الشمس قوية جداً وعليك ألا تنظر إليها مباشرة.

The sun is very strong and you should not look straight/directly at it.